

# Year 4 - Autumn Term 1 2020



We will be creating our own timelines as a starting point for The Romans topic.

**Topic Driver –  
History  
and  
Science**

**Final Cross Curricular  
Outcome**

Creating a comic book to show and tell of a journey.

## English

We will focus on a particular text to investigate and examine how a story is put together and creates excitement and interest for the reader.

We will write down our ideas and/or keywords, including new vocabulary and delve into the meaning of those words.

The composition of our writing will have a strong focus so we are consistently and confidently aiming high with our writing.

We will write to entertain by providing scripts for a purpose.

Our word choices will be thoughtful, rich

and sometimes ambitious with specific or technical vocabulary used within our narrative writing.

We will use a full range of grammar and punctuation to demarcate sentences and ensure that most are correct. This will be consistent across a range of dictated and independent writing.

We will pay particular attention to the quality and presentation of our writing.

Our aim is to develop our editing skills to create that finished published piece of writing.

## HISTORY

We will look at the different attempts the Romans made to invade Britain. Discuss how they conquered Britain and the spread of the Roman Empire.

We will discuss the story of Boudicca. Write a speech in the role as Boudicca to persuade the Iceni tribe to fight the Romans.

Using maps / atlases, we will locate the start and finish of Hadrian's Wall and some key places along it and look at the features of the wall.

We will create a plan for a Roman Fort and create an information leaflet about Segedunum including the Roman baths or the fort that has been designed by the children.

## CLPE Unit

Using a journey story (CLPE) teach the features of a journey narrative.

Write to entertain an audience using scripts and filming our pieces to camera.

## COMPUTING

We will To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms.

## PSHRE

Explore positive attitudes and the science of happiness. Discuss happiness as a mindset and ways that we can create our own happiness. Understand thoughts and feelings - address unhelpful thoughts and discuss strategies for dealing with them.

Explore Changes, types of change and coping with change. Find out about mindfulness and how being mindful brings calm and can ease anxiety.

Discuss uncomfortable feelings - discuss how we aren't in control of the things that happen to us but we are in control of our reactions and the way we feel.

Explore what makes a good learner, how can we be good learners and how can we develop resilience in our learning.

Arthur and the Golden Rope  
CLPE Unit

**Writing Outcomes:**  
Narrative letter writing  
Writing in role  
Fact files  
Persuasive speeches  
Entertaining scripts

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## NOVEL STUDY

Arthur and the Golden Rope  
by Joe Todd Stanton.

## Maths

Number: Place Value - Understand numbers to 1,000, 100s, 10s and 1s in place value, number line to 10,000, round to the nearest 10, 100, 1,000, represent numbers to 10,000 and partitioning.

Find 1, 10, 100, 1,000 more or less, compare 4-digit numbers, order numbers, count in 25s, negative numbers and Roman Numerals.

Number: Addition and Subtraction - Add and subtract 1s, 10s, 100s and 1000s, adding and subtracting numbers of up to 4-digits with no exchanging, exchanging once or with more than one exchange, efficient subtraction and estimating answers.

## PE

We will play simple ball games involving kicking, catching or throwing. Begin to be able to work with a partner and start to link skills and actions within simple games.

## RE

We will focus on learning about who Jesus was.

## CREATIVE

In our art lesson we will explore ideas and collect visual and other information in responding to the work of Matisse, Bacon and Warhol.

Our music lessons will allow us to explore, appraise and perform the songs of ABBA with instrumental accompaniment to an audience.

In our French lessons we will learn about major cities in France and their amenities, say and order multiples of 10, ask and give a simple address in French and use a bilingual dictionary.

## SCIENCE

### SOUND

Identify how sounds are made.

Recognise that vibrations from sounds travel through a medium to the ear.

Find patterns between pitch and features of the object that produced it.

Find patterns between volume of a sound and the strength of the vibrations that produced it.