
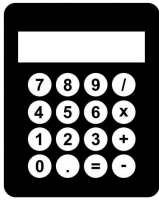
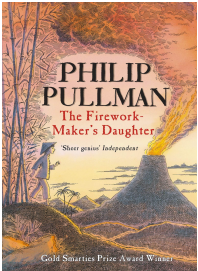
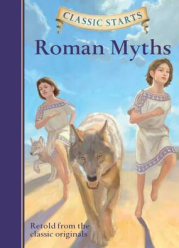
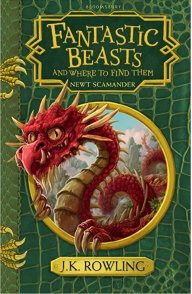
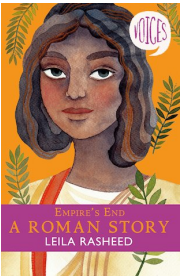

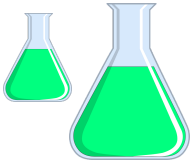




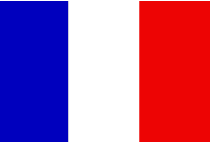






Our Year 4 Curriculum - Spring 2



<p>Lens & Big Question</p> 	<p>Empire & Invasion: How successful was the Romans' invasion of Britain?</p>
<p>Maths</p> 	<p>Fractions: recognise and show, using diagrams, families of common equivalent fractions; count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten; solve problems involving increasingly harder fractions.</p> <p>Decimals: tenths on a number line; divide 1-digit by 10; recognise tenths and hundredths; divide 2-digits by 10; tenths as decimals; hundredths as decimals; tenths on a place value grid</p>
<p>English</p>    	<p>Writing: Non-chronological report where pupils will create their own 'Fantastic Beast' and add their own creation to Newt Scalamander's book.</p> <p>Instructional writing based on 'The Firework Maker's Daughter'. Writing 'how to...' guides on becoming a firework maker and how to create our own magical fireworks.</p> <p>Reading: The Firework Maker's Daughter (Fiction), A Roman Story(Historical Fiction), Roman Myths (Historical Non-Fiction)</p>
<p>History</p> 	<p>The Roman Empire and its impact on Britain: The children will know who the Romans were and briefly describe the expansion of the Roman Empire; know when and why the Romans invaded Britain including Julius Caesar; understand the difference between 'migration, emigration and immigration' and 'invasion and conquest'; know why the Roman army was so successful and what life was like for a Roman soldier; understand why there was resistance to the Roman army, including why Boudicca stood up to the Romans and how we remember her today; understand how the Romans influenced the culture and lives of those living in Britain.</p> <p>Educational Visit: Mithraeum</p>
<p>Science</p> 	<p>Sound: How do instruments make different sounds? The children will explore sounds; identify that sounds are made when something vibrates; recognise that sounds have to travel through a medium to the ear; find patterns between pitch of a sound and strength of the vibrations; find patterns between volume of a sound and the strength of the vibrations & recognise sounds get fainter as the distance from the source increases</p>
<p>Religious Education</p>	<p>Judaism: Passover The children will discuss why one might choose to follow an instruction not to eat certain foods; know some of the things Jews can and can't</p>

		eat if they keep Kosher; describe some of the things Jews do to show respect to God; start to identify how it might feel to keep Kashrut.
Design Technology		Food: Roman Stew We will explore, design, taste, cook and evaluate Roman style stews.
PSHE		Health and Wellbeing: How can we manage our feelings? Children will know about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good; know about ways of expressing feelings and emotions and why this is important; know about managing feelings and emotions in different situations; know how to get help, advice and support with feelings and emotions. British Value - Tolerance
Music		Children will be exploring different types of sound signals such as ringtones, church bells and doorbell rings. They will be investigating the different intervals that are being used to create these sound signals and will have the opportunity to create their own. The children will be listening to Gamelan music, learning about the instruments and the different musical signals the instrumentalists use while playing. They will be composing a whole class piece of Gamelan music creating rhythm patterns with a 3 4 time signature and using tempo, pitch, dynamic and instrumental 'signals' to change to new rhythm patterns throughout the piece. Trumpet lessons will continue this half term. The children will carry on learning to read notes C, D, E and F, crotchets, quavers, minims and rests, understand dynamic markings and enjoy playing as part of a large group.
Computing		Computing systems and networks: Collaborative learning Working collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools. Online Safety - What is a bot?
French		La Famille (Family): The children will learn to count up to 100, enabling them to say the ages of various family members. We will move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).
Outdoor PE		Athletics Children will learn basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. In this unit pupils will experience running for distance, sprinting, relay, long jump, vertical jump and javelin.
Indoor PE		Gymnastics: Children will develop individual and partner balances and control in performing and landing rotation jumps; perform the straight, barrel, forward and straddle roll; develop strength in inverted movements; be able to explore pathways and travelling movements. Swimming: Children will develop the head above water breaststroke technique and their basic skills in water safety and floating.

