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| September 2021 |



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| Cayton School | Medium Term Curriculum Plan Year 4 – Autumn 1 |

*Learn from yesterday, seek today and aimfor tomorrow*

**History Driver: Romans**

**Key Enquiry: Who were the Romans and what did we learn from them?**

**History Driver**

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| **What I need the children to learn** | **Possible learning experiences** |
| **CHRONOLOGY**  **(Stone age to 1066)** |  |
| * *To include:* * *Stone age to Iron age* * *Romans* * *Anglo-Saxons* * *Vikings* |  |
| * Know how Britain changed from the iron age to the end of the Roman occupation * Know how the Roman occupation of Britain helped to advance British society * Know how there was resistance to the Roman occupation and know about Boudica * Know about at least one famous Roman emperor | ***Plot on timeline – Twinkl BBC***  ***Roman diaries of soldiers***  ***Murton Park visit – act out mock battle, see what life was like, dress up York visit***  ***What did the Romans do for us? Roads etc and compare***  ***Hadrian – Roman Emperor***  ***Boudicca studies, DT and writing*** |

**Geography**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Geographical skills and fieldwork** |  |
| *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world* |  |
| * Know how to plan a journey within the UK, using a road map | *Investigate road building between main towns, then and now. Plot Roman and later towns on a map of UK.*  ***All roads lead to Rome explanation***  ***Make own maps using compasses***  ***Local area journeys*** |

**Computing**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Safe use** |  |
| *Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact* |  |
| * recognise acceptable and unacceptable behaviour using technology | <https://www.icompute-uk.com/members-area/lks2/index.html> and select the Year 4 folder and then the iSafe unit. |

**Music**

**New published Music Scheme to arrive shortly but in the meantime please access** [**https://www.bbc.co.uk/teach/ks2-music/zfv96v4**](https://www.bbc.co.uk/teach/ks2-music/zfv96v4) **for music ideas for Key Stage 2.**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Performing** |  |
| *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* |  |
| * sing songs from memory with accurate pitch | Learn and sing some harvest hymns.(If Government rules change) |

**Design Technology**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Designing** |  |
| *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups*  *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* |  |
| * use ideas from other people when designing * produce a plan and explain it * persevere and adapt work when original ideas do not work * communicate ideas in a range of ways, including by sketches and drawings which are annotated | ***Design Roman shields***  ***Design Roman pottery with clay***  ***Design a Roman sandal*** *or money bag.* |
| **Making** |  |
| *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately*  *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* |  |
| * know which tools to use for a particular task and show knowledge of handling the tool * know which material is likely to give the best outcome * measure accurately | ***Create Roman shields***  ***Mosaics***  *Ensure fabric is cut accurately.* |
| **Evaluating** |  |
| *investigate and analyse a range of existing products*  *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*  *understand how key events and individuals in design and technology have helped shape the world* | *Investigate how aqueducts work.* |
| * evaluate and suggest improvements for design * evaluate products for both their purpose and appearance * explain how the original design has been improved * present a product in an interesting way | ***Evaluate colour/ pattern*** |
| **Technical Knowledge** |  |
| *apply their understanding of how to strengthen, stiffen and reinforce more complex structures*  *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]*  *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]*  *apply their understanding of computing to program, monitor and control their products.* |  |
| * links scientific knowledge by using lights, switches or buzzers * use electrical systems to enhance the quality of the product * use IT, where appropriate, to add to the quality of the product | *This will have to be done through PowerPoints, worksheets and teacher modelling due to children not able to use common electrical equipment, in order to minimize risk of infection.*  *Discuss different types of electricity.*  *Discuss components of a simple circuit.*  *Predict whether some circuits are complete or incomplete.* |

**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Athletics** |  |
| *use running, jumping, throwing and catching in isolation and in combination* |  |
| * sprint over a short distance and show stamina when running over a long distance * jump in different ways * throw in different ways and hit a target, when needed | *Using small equipment with regular handwashing etc.* |
| **Competitive Games** |  |
| *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* |  |
| * throw and catch accurately with one hand * hit a ball accurately with control * vary tactics and adapt skills depending on what is happening in a game | *This links in with Real PE Unit One* |
| **Gymnastics** | ***X2 weeks after Real PE*** |
| *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* |  |
| * move in a controlled way * include change of speed and direction in a sequence * work with a partner to create, repeat and improve a sequence with at least three phases | ***Floor work as individuals***  ***Links to Real PE 1*** |
| **Dance** |  |
| *perform dances using a range of movement patterns* | *Electricity circuit work – “sending the circuit” . Making group plug patterns and circuit breakers. Lighting the bulb with sound effects music. Keep count/timing movements to the sounds.* |
| * take the lead when working with a partner or group * use dance to communicate an idea | *As above* |
| **Outdoor and Adventurous Activity** |  |
| *take part in outdoor and adventurous activity challenges both individually and within a team* |  |
| * follow a map in a (more demanding) familiar context * follow a route within a time limit | *Use school grounds to create trails for a partner.* |
| **Evaluate** |  |
| *compare their performances with previous ones and demonstrate improvement to achieve their personal best* |  |
| * provide support and advice to others in gymnastics and dance * be prepared to listen to the ideas of others | *Discuss own and each other’s work, suggesting improvements in a positive way.* |
| **Real P.E.** |  |
| **Unit 1 Personal**   * I know where I am with my learning and I have begun to challenge myself. | *Follow the Unit.* |
| **Nigel Carson Sessions** |  |
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**PSHE**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Being Me In My World** | **Resource links from: Jigsaw** |
| *• Know how individual attitudes and actions*  *make a difference to a class*  *• Know about the different roles in the school*  *community*  *• Know their place in the school community*  *• Know what democracy is (applied to pupil*  *voice in school)*  *• Know that their own actions affect themselves*  *and others*  *• Know how groups work together to reach a*  *consensus*  *• Know that having a voice and democracy*  *benefits the school community* | In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people’s feelings. They refresh their Jigsaw Charter and set up their PSHE Book. |

[**https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/j0jfera1/05-ages-8-9-jigsaw-skills-and-knowledge-progression-for-parents.pdf**](https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/j0jfera1/05-ages-8-9-jigsaw-skills-and-knowledge-progression-for-parents.pdf)

**Religious Education**

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| **What I need the children to learn** | **Possible learning experiences** |
| **L2.8** |  |
| * What does it mean to be a Hindu in Britain today? | *Find out about main parts of religion.*  [*https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p*](https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p)  *Create a story plan of the Hindu creation story.*  [*https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-meeting-two-british-hindus/zkghf4j*](https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-meeting-two-british-hindus/zkghf4j) |

**Foreign Languages**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Speaking** |  |
| *speak in sentences, using familiar vocabulary, phrases and basic language structures* |  |
| * name and describe people, a place and an object * have a short conversation, saying 3 to 4 things * give response using a short phrase * start to speak, using a full sentence | *Some basic sentences in French for the children to copy and follow the pattern.*  *Possible names, colours, age, etc*  *Possible use of new Twinkl ideas.* |
| **Reading** |  |
| *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* |  |
| * read and understand a short passage using familiar language * explain the main points in a short passage * read a passage independently * use a bilingual dictionary or glossary to look up new words |  |
| **Writing** |  |
| *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary* |  |
| * write phrases from memory * write 2-3 short sentences on a familiar topic * write what they like/dislike about a familiar topic |  |

**Cayton Creation**

*No visit due to Coronavirus.*

*Use 3D virtual tours on You Tube of some Roman sites to discuss.*

*youtube.com/watch?v=btKooS7k3nw*

*BBC Hands On History – Roman Britain*

*Google Earth – Hadrian’s Wall and Vindolanda*

**Cayton Conclusion**

*I would have normally had a “Roman toga day” with costumes , food and games, but due to Covid restrictions, this will not be possible. Plan B is:*

*Watch animated film “Gladiators of Rome” 2014*

**English**

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| **What I need the children to learn** | **Possible learning experiences** |
| Can I write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)? | *Write a diary of a Roman soldier.* |
| Can I write a range of narratives that are well- structured and well-paced.? |  |
| Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures? | *Preparing for writing.* |
| Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader? |  |
| Can I create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere? | *Using Literacy Shed for short film clips to help with settings.* |
| Can I begin to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear? |  |
| Can I proofread consistently and amend my own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion? | *Response time and discussion about other’s work.* |
| Can I always maintain an accurate tense throughout a piece of writing? |  |
| Can I always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’? | *Specific stand-alone lessons to achieve this, both oral and written.* |
| Can I use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences? | *Sentence construction towards the start of the term.* |
| Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit? | *Sentence construction towards the start of the term.* |
| Can I consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it? |  |
| Can I use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas? | *Sentence construction towards the start of the term.* |
| Can I consistently use apostrophes for singular and plural possession? |  |
| Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial? |  |
| Can I spell words with / shuhn/ endings spelt with ‘sion’ (if the root word ends in ‘se’, ‘de’ or ‘d’, e.g. division, invasion, confusion, decision, collision, television)? | *Y4 spelling unit.* |
| Can I spell words with a / shuhn/ sound spelt with ‘ssion’ (if the root word ends in ‘ss’ or ‘mit’, e.g. expression, discussion, confession, permission, admission)? | *Y4 spelling unit.* |
| Can I spell words with a / shuhn/ sound spelt with ‘tion’ (if the root word ends in ‘te’ or ‘t’ or has no definite root, e.g.  invention, injection, action, hesitation, completion)? | *Y4 spelling unit.* |
| Can I spell words with a / shuhn/ sound spelt with ‘cian’ (if the root word ends in ‘c’ or ‘cs’? e.g. musician, electrician, magician, politician, mathematician)? | *Y4 spelling unit.* |
| Can I spell words with the s/ sound spelt with ‘sc’ (e.g. sound spelt with ‘sc’  (e.g. science, scene, discipline, fascinate, crescent)? | *Y4 spelling unit.* |
| Can I correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense)? | *Y4 spelling unit.* |
| Can I form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration)? | *Y4 spelling unit.* |
| Can I spell words with the suffix -ous with no change to root words, no definitive root word, words ending in ‘y’, ‘our’ or ‘e’ and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous)? | *Y4 spelling unit.* |
| Can I spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls’, boys’, babies’, children’s, men’s, mice’s)? |  |
| Can I use my spelling knowledge to use a dictionary more efficiently? | *Introduce using a dictionary and if ready, use letters to the second and third place.* |
| Can I spell all of the Y3 and Y4 statutory spelling words correctly? | *Baseline assessment at the start of term. Half-termly assessment to check on progress.* |
| Can I increase the legibility, consistency and quality of my handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch? | *Handwriting sessions.* |
| Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency? | *Handwriting sessions.* |
| Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill? | *Guided Reading will have to take the form of whole class work until further notice.*  *Any “gaps” shown through Y3 Summer Term assessment done at the start of Y4 Autumn term, to be addressed.* |
| Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.\*? | *Guided/whole class reading.* |
| Can I read all Y3/Y4 exception words\*, discussing the unusual correspondences between spelling and those occurring in the word? |  |
| At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. | *Whole class and Guided Reading sessions.* |
| Can I identify the main ideas drawn from more than one paragraph and summarise? | *Whole class and Guided Reading sessions.* |
| Can I discuss and compare texts from a wide variety of genres and writers? | *Whole class and Guided Reading sessions.* |
| Can I read for a range of purposes? |  |
| Can I identify themes and conventions in a wide range of books? | *Whole class and Guided Reading sessions.* |
| Can I refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)? | *Whole class and Guided Reading sessions.* |
| Can I identify how language, structure and presentation contribute to meaning? | *Whole class and Guided Reading sessions.* |
| Can I discuss vocabulary used to capture readers’ interest and imagination? | *Whole class and Guided Reading sessions.* |
| Can I draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text? | *Whole class and Guided Reading sessions.* |
| Can I justify predictions from details stated and implied? | *Whole class and Guided Reading sessions.* |
| Can I recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)? |  |
| Can I prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud? | Writing poems based on ideas from “Here We Are”. Use of songs/poems e.g. “What A Wonderful World”. |
| Can I use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information? | *Using non-fiction books to find information about Romans.* |
| Can I use dictionaries to check the meaning of words that I have read? | *Introduce using a dictionary and if ready, use letters to the second and third place.* |

**Mathematics**

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| **What I need the children to learn** | **Possible learning experiences** |
|  | *Link with Romans topic.* |
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| *Arrow cards* |
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| *NRich problem-solving.* |
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| *Relate to and use thermometers* |
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