

Year 4 Spring Term

	Spring	
Time allocation	6 Weeks Jan-Feb	6 Weeks Mar-Apr
Theme	Romans Local history	Rio
Class Visit/ Visitor	Cinema trip to watch Horrible Histories: Rotten Romans to enable children to build a baseline knowledge of the topic.	Zoolab Workshop of identifying rainforest animals and how we can help to maintain the rainforests.
'Hook / Wow'	Children will be given pictures of Roman settlements with no explanation and will be prompted to discuss their thoughts.	Children will receive a letter from a tribe in the rainforest who need their help to find out why their homes in the rainforest are being destroyed (Intro to Deforestation)
End of theme celebration	Children will be divided into two teams (Celts and Romans) and encouraged to compete in a capture the flag style invasion game that resembles a battle. Roman banquet.	Children will be invited to an exotic food festival in which they will sample many tasty South American treats.
Book Study	Thieves of Ostia	Journey to the River Sea, Kapok Tree, Walk Like an Iguana
Speaking and Listening	I use Standard English when it is required. I show that I know that language choices vary in different contexts. I sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.	
Reading	Guided Reading focus on: Making predictions Visualising Skimming and scanning Working memory	Guided Reading focus on: Making predictions Visualising Skimming and scanning Working memory
Writing		
Grammar	I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. accurate use of pronouns in sentences; realise the spelling of properly is wrong).	I use fronted adverbials of place, time and manner, including the use of a comma. ('Later that day, I went shopping',
Spelling	I spell words with additional prefixes and suffixes and understand how to add them to root words. (- ation, ous, ion, ian)	I use plural 's' and possessive 's' correctly. (The girls were playing football. The girls' football boots. The girl's football boots.)
Handwriting	I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	
Maths	<u>Multiplication and Division</u> - Multiplying by 0, 1, 10 and 100 - Dividing by 0, 1, 10 and 100 <u>Fractions and Decimals</u> - Dividing and Multiplying by 10 and 100 crossing the boundary into tenths and hundredths - Order numbers with either one decimal or two decimal places - Rounding numbers with one decimal place to the nearest whole number - Equivalent fractions - Finding decimals of equivalent fractions	<u>Fractions and Decimals</u> - Counting up and down in hundredths - Fractions to divide quantities (finding fractions of amounts) - Adding and subtracting fractions with the same denominator <u>Time</u> - Read, write and represent time to the nearest minute - Convert time between analogue and digital clocks - Convert time between 12 and 24 hour times <u>Shape</u> - Identify lines of symmetry in 2D shapes - Identify and classify triangles, quadrilaterals and geometric shapes
Science	<u>Animals including humans</u>	<u>Living things and their habitats</u> Recognise that living things can be grouped in a variety of ways

	<p>Identification – Simple part of the Digestive system and their function, different human teeth and their function, producers, predators and prey from food chains Construct and interpret a variety of food chains</p> <p>Gather, record and classify in different ways to answer scientific questions Ask relevant questions Identify differences, similarities and changes related to an enquiry</p>	<p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things</p>
Computing	<p>Computer Science – Are emails safe to open? Design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts, use sequence, selection and repetition in programs, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Digital Literacy – researching Roman childhood using effective keywords in search engines</p>	<p>ICT - Create a video and edit including animations, titles, credit. – Use windows movie maker and/ or IMovie on I pads</p>
History	<p>Enquiry 1) How were the Romans able to invade and conquer England? - Why did the Romans invade England? To use one or more sources of information to help me answer questions about the past. - Why was the Roman army so successful? - What was the purpose of Hadrian's wall?</p> <p>Enquiry 2) Did the native Britons welcome or resist the Romans, why? - Who was Boudicca? - What was the impact of Boudicca's revolt?</p> <p>Local History: Roman Leicester</p>	
Geography		
PSHE/SMSC	<p>Jigsaw Hopes and Dreams -Having a hope or dream for the future -Knowing how to overcome disappointment</p>	
RE	<p>How do Christians see Jesus?</p>	
Music		
Art & DT	<p>I can draw from observation, tracing, tones and shadows Study of Vitruvius</p> <p>Design and make Roman army equipment focussing on evaluation skills Cracking Inventions Competition, Wednesday 22nd January</p>	
PE	<p>Dance OOA</p>	<p>Invasion games/ outwitting opponents Golf</p>