

Curriculum Overview
Grasshoppers (Year 4) Autumn Term 2023

Interconnected Question: What is the legacy of the Romans?

| Key Texts | Anticipated Writing Outcomes |
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| Escape from Pompeii - Christina Balit Romans on the Rampage - J.Strong The Orchard Book of Roman Myths - Geraldine McCaughrean | Write a narrative based upon the text Diary Entry Produce an information page on Volcanoes |
| History | Geography |
| The Romans <ul style="list-style-type: none"> ● Identify the chronology of Roman invasion of Britain within context of British history ● Discuss if native Britons welcomed or resisted the Romans ● Learn about the skills and attributes of Roman soldiers ● Understand why the Roman Army were so successful ● Investigate what the Romans did for us | Volcanoes <ul style="list-style-type: none"> ● Locate volcanoes around the world ● Explore what happens when a volcano erupts ● Explore features of volcanoes ● Understand what tectonic plates are and what the 'ring of fire' is ● Explore life in volcanic areas ● Compare a volcanic and non-volcanic area |
| | Art and Design |
| | Mosaics <ul style="list-style-type: none"> ● Understand the historical and cultural development of the art form - mosaics ● Explore ideas to improve mastery of art and design techniques (printing) ● Develop technique of printing including control and use of materials ● Produce more intricate surface patterns/textures and use them when appropriate ● Begin to evaluate and analyse work ● Research and discover information on Roman mosaics and present it effectively |
| | Design and Technology |
| | Design and construct a mosaic motif <ul style="list-style-type: none"> ● Design a central motif for a printed mosaic and evaluate the finished piece based on research in art and a design specification ● Shape a form and construct from malleable and rigid materials ● Plan and develop understanding of different adhesives and methods of construction ● Write a design specification ● Measure accurately, mark and cut wood to make frame ● Use junior hacksaw, sandpaper, vice/clamps, bench hook ● Assemble and join component parts of final product |

Discrete Subjects

Maths

Block A Place Value

- Represent numbers to 1000
- Partition numbers to 1000
- Number Line to 1000
- Thousands
- Represent numbers to 10000
- Partition numbers to 10000
- Flexible partitioning of numbers to 10000
- Number line to 10000
- Estimate on a number line to 10000
- Compare numbers to 10000
- Order numbers to 10000
- Roman numerals
- Round to the nearest 10
- Round to the nearest 100
- Round to the nearest 1000
- Round to the nearest 10,100 or 1000

Block B Addition and Subtraction

- Add and subtract 1s, 10s, 100s and 1000s
- Add up to two 4-digit numbers - no exchange
- Add two 4-digit numbers - one exchange
- Add two 4-digit numbers - more than 1 exchange
- Subtract two 4-digit numbers - no exchange
- Subtract two 4-digit numbers - one exchange
- Subtract two 4-digit numbers - more than 1 exchange
- Efficient subtraction
- Estimate answers
- Checking strategies

Block C Area

- What is area?
- Count squares
- Make shapes
- Compare areas

Block D Multiplication and Division A

- Multiples of 3
- Multiply and divide by 6
- 6 times table and division facts
- Multiply and divide by 9
- 9 times table and division facts
- 3, 6, and 9 times table
- Multiply and divide by 7
- 7 times table and division facts
- 11 times table and division facts
- 12 times table and division acts
- Multiply by 1 and 0
- Divide a number by 1 and itself
- Multiply 3 numbers

Religious Education

What do Christians learn from the Creation story?

- Be able to place God and Creation on the 'Big Story' timeline
- Know that Christians believe 'God the Creator' cares for creation, including humans
- Be able to place 'The Fall' on the 'Big Story' timeline
- Know that Christians believe 'humans' often fall and are not as they should be
- Place 'People of God' within 'Big Story' timeline
- Know 'People of God' have gone on long journeys, wrestled with how to live and are tempted into doing the wrong thing and then have to ask for forgiveness
- Be able to understand the purpose of the coming of Jesus within the 'Big Story' of the Bible
- Know that 'People of God' fail to overcome the effects of 'the Fall' and that people continued to sin
- Understand the Gospel and that at the heart of the Christian Gospel is a message of love
- Understand Jesus demonstrates God's love for all

Relationships, Sex and Health Education

BEING ME IN MY WORLD

- Becoming a class team
- Being a school citizen
- Rights, Responsibilities and Democracy
- Rewards and Consequences
- Our Learning Charter
- Owning our Learning Charter

CELEBRATING DIFFERENCE

- Judging by Appearances
- Understanding influences
- Understanding bullying
- Problem solving
- Special Me
- Celebrating difference- how we look

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| <ul style="list-style-type: none"> people ● Be able to understand that through Jesus (specifically through the cross) God saves ● Know Christians believe the incarnation of Jesus repairs the damage of sin ● Know God sends the 'Holy Spirit' to give people the power to bring 'Good News' of love, peace and justice to all <p>Why do Muslims call Muhammed 'the seal of the people'?</p> <ul style="list-style-type: none"> ● Use 'seal of the prophets' to describe Muslim belief about Muhammed ● Compare how someone I admire influences me with who influences others, as well as how Muhammed might influence a Muslim ● Describe what a Muslim might learn from a story about Muhammad's life, about Allah or about living ● Describe Shahadah and know all Muslims everywhere recite the same words ● Describe how Muslims say the words of the Shahadah to witness to their faith, as new believers or as part of prayer ● Describe some different ways Muslims show/do not show their beliefs about Muhammad in art, calligraphy or design ● Link things that I, and others, value with how we choose to behave and what we choose to celebrate | |
| <p>Physical Education</p> | <p>Computing</p> |
| <p>Fitness</p> <ul style="list-style-type: none"> ● Recognise different areas of fitness and explore what your body can do ● Develop strength and speed ● Develop coordination ● Develop agility ● Develop balance ● Develop stamina <p>Netball</p> <ul style="list-style-type: none"> ● Develop passing and moving and play within the footwork rule ● Use a variety of passes to move towards a goal ● Develop movement skills to lose a defender ● Defend an opponent and try to win the ball ● Develop the shooting action ● Apply skills and knowledge to play games using netball rules <p>Gymnastics</p> <ul style="list-style-type: none"> ● Develop individual and partner balances ● Develop individual and partner balances using apparatus ● Develop control in performing and landing rotation jumps ● Develop rotation jumps and sequence building using apparatus ● Develop straight, barrel, forward and straddle roll ● Assess my straight, barrel, forward and straddle roll ● Link actions that flow in a partner sequence using the rolls that have been learned ● Develop strength in inverted movements ● Create a great partner sequence to include the skills | <p>Internet Legends</p> <ul style="list-style-type: none"> ● How do others see us ● Keeping it private ● Is that really true? ● Spotting disinformation online ● Shh - keep it to yourself ● Taking care of yourself and others ● Your kindness-gram ● Ways to show kindness ● Seeing upsetting stuff ● What to do about mean stuff online <p>Computing systems and networks - the Internet</p> <ul style="list-style-type: none"> ● Connecting networks ● What is the Internet made of? ● Sharing information ● What is a website ● Who owns the web? ● Can I believe what I read? |

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| <p>learned and apparatus</p> <p>Dodgeball</p> <ul style="list-style-type: none"> ● Develop throwing and apply this to a target game ● Develop dodging skills to avoid being hit ● Develop catching and learn the rules of the skill within this game ● Further develop catching and use the rules of the skill within this game ● Begin to think tactically and apply this to a game ● Apply skills and knowledge to compete in a tournament | |
| <p>Modern Foreign Languages</p> | <p>Science</p> |
| <p>Consolidation of previous learning</p> <ul style="list-style-type: none"> ● Know how to count to 20 in Spanish ● Ask somebody how they are feeling and give appropriate responses ● Ask somebody where they live, age and name and reply appropriately <p>Family</p> <ul style="list-style-type: none"> ● Learn the nouns for family members in Spanish ● Describe our own family or fictitious family in Spanish by name, age and relationship ● Discuss Christmas traditions in Spain | <p>Plants</p> <ul style="list-style-type: none"> ● To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ● To explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) ● To record findings and observations. ● To present the results of an investigation ● To investigate how water is transported in plants. ● To use scientific knowledge to explain findings ● To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilisation. <p>Sound</p> <ul style="list-style-type: none"> ● identify how sounds are made, associating some of them with something vibrating ● identify how sounds are made, associating with something vibrating; recognise vibrations from sounds travel through a medium to the ear; recognise that sound gets fainter as distance from sound source increases ● notice patterns between the pitch and volume of a sound and the features of an object that produced it. To use understanding of pitch and volume to explore questions about soundwaves. ● use my understanding of the world to ask and answer questions about the hearing of humans and other animals. To begin to understand that sound travels slower than light. ● investigate sound-proofing materials by planning and conducting a fair test, considering all variables and how to record results. |
| <p>Music</p> | |
| <p>Recorders</p> <ul style="list-style-type: none"> ● Hold a recorder properly ● Know how to play a B with control ● Read a B on a treble clef stave ● Know the terms crochet, rest and quaver and how they are represented in music | |

- Perform and play in solo and ensemble context, using voices and instruments with increasing accuracy, fluency, control and expression
- Listen with attention to detail and recall sounds with increasing aural memory

Beethoven

- Identify features of a piece of music; start to know about Beethoven and his life; create a graphic score
- Know what a motif is; compose a motif
- Know some more about Beethoven; compose a contrasting tune ; use and understand the term legato
- Understand sonata structure ; put together a piece of music and create a short ending

Elgar

- Listen and reflect on a piece of music
- Learn to play a tune
- Create pieces inspired by Elgar
- Perform as an ensemble
- Begin to learn simple staff notation
- Learn musical language appropriate to the task