



<p>Reading: Class Reader: The Lion, the Witch, and the Wardrobe: CS Lewis (modern classic). <i>Analysis of character, setting and themes within the novel. Look at how the story unfolds and how the authors convey meaning through language choice.</i></p> <p>Various non-fiction texts on Pompeii and The Romans <i>Skills- looking at the effect of language and why authors select different devices; using the text as evidence to back up the point that you are making; retrieve, record, and present information.</i></p>	<p>Computing</p> <p>Kapow:</p> <p>Computing systems and networks: Collaborative learning</p> <p>Working collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools.</p> <p>Programming: Further coding with Scratch</p> <p>Learning the basics of programming in Scratch, children will create a simple script, use decomposition, and understand what variables are.</p>	<p>Religious Education</p> <p>The Gospel What kind of World did Jesus want?</p> <p>Incarnation What is the Trinity?</p> 	<p>Mathematics:</p> <p>Number: Place Value: Roman Numerals, Rounding, Counting, Partitioning, Comparing, Ordering, Negative numbers.</p> <p>Number: Addition and Subtraction: adding and subtracting without and with exchanges, estimating, checking.</p> <p>Measurement: length and perimeter: Kilometres, perimeter on a grid, a rectangle, and rectilinear shapes.</p>
<p>Writing:</p> <p>Non-fiction: Persuasive Writing (Why should you join the Roman Army). Fiction: Story writing – Portal Stories (The Door) Poetry: Children will look closely at two poems The Magic Box by Kit Wright and The Christmas Pine by Julia Donaldson.</p> <p><i>Skills- writing in a variety of clauses; using a range of punctuation and conjunctions; adding detail for the reader.</i> <i>Use of descriptive language using similes and metaphors (painting a picture in the reader's mind through word choice.</i></p>		<p>Personal, Social and Emotional development:</p> <p>Using the Jigsaw scheme the unit we will study is:</p> <p>Being me in my World</p> <ul style="list-style-type: none"> . Becoming a Class 'Team' . Being a School Citizen . Rights, Responsibilities . Democracy . Rewards and Consequences 	<p>Number: Multiplication and Division: multiply by 0, 1, 10 and 100. Division the same (not 0). Multiply and Divide by 6, 7 and 9.</p>
<p>Science:</p> <p>Respecting our Environment: Pupils look at the area within and near the school grounds and at the impact of humans on the environment. They discuss the need to balance human requirements against those of the environment.</p> <p>Sound: Pupils listen to and identify sounds and learn how our ears work to detect sounds. They carry out</p>	<p>Year 4 learning experience Autumn Term (1 and 2) <u>Learning theme: Roman Britain</u> <u>Children to take part in a Roman Day</u></p>		<p>Geography:</p> <p>Mount Vesuvius Children will examine famous volcanoes. They will learn how they are formed and how they work.</p> <p>Roman Britain The impact of the roman empire on the British Isles from the construction of roads to towns.</p>

<p>experiments to help them learn about loudness and pitch and investigate the best material for muffling sound.</p>			
<p>Physical education: This half term the children will study the modules:</p> <ul style="list-style-type: none"> . Swimming (GSA) . Football (Teacher) <p>PE will focus on the '3 pillars'</p> <ul style="list-style-type: none"> . Motor competence . Rules, strategies, and tactics . Healthy participation 	<p>Music through Kapow: Body and tuned percussion A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer</p> <p>Rock and roll Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.</p>	<p>History: Roman Britain</p> <ul style="list-style-type: none"> . When and how the Romans conquered Britain. . Plotting the expansion and collapse of the Roman Empire <p>Design and Technology through Kapow:</p> <p>Electrical Systems: Torches Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.</p>	<p>Art and Design through Kapow:</p> <p>Drawing: Power Prints Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p> <p>Foreign language: Spanish Presenting myself (Term 1) Family (Term 2)</p>