

Year 4
Term: Spring 1
Topic: How did the
Roman Invasion impact
Britain?



Healthy Body
Healthy Mind
Healthy Planet

History

Intent- to understand the effectiveness of the Roman Empire and how it changed Britain

Implementation

-explain the spread of the Roman Empire and recall key facts about the invasion of Britain

-understand why the army were important to the success of the Roman Empire

-use a range of sources to investigate Boudicca and the rebellion

-compare and contrast Britain before and after the Roman invasion

- Identify the legacy left behind by elements of the Roman Empire

-ask questions about how the Roman Invasion impacted our lives today

**** Outcome-** to create a 'show what you know' assessment piece to demonstrate their understanding

Impact: children will have an understanding of the Roman Empire and how our lives today have been impacted by them.

Music

Intent- children to develop confidence with performing

Implementation

-recognise structure identifying gospel-style call and response in verses and chorus sections

-develop fluency in reading basic staff notation in call and response Melodies

-use recorders or other tuned instruments to play simplified melodic phrases from the chorus.

-compose using both rhythm and melody in a gospel-style group song or chorus using simple melodic ideas

-develop stage presence focusing on posture and facial expressions

To develop confidence in performing in small groups to a variety of audiences

Impact children will participate in a performance with confidence

PSHE

Intent- to develop children's understanding of the importance of looking after themselves and keeping healthy

Implementation

-Body Language and communication part 1 and 2 - Understanding and identifying effective communication in life and in sport.

-Screen time part 1 and 2- Exploring how much time we should spend on screens and how this can impact on your health and relationships.

-Relax to recharge part 1 and 2- understanding how to recharge your batteries and relaxing versus screen time.

**** Outcome-** contribute to the class discussions, posters and conversation snippets.

Impact- children can talk confidently about ways to keep their bodies and minds healthy and why this is so important

Computing

Intent- to understand programming through repetition shapes and in games.

Implementation- Programming A - Repetition in shapes

-to be introduced to programming and use their knowledge of them to read and write code.

- to learn to create algorithms and implement these algorithms

- exploring patterns in everyday life and recognise where numbers, shapes, and symbols are repeated and create algorithms for drawing a square.

-To modify a count-controlled loop to produce a given outcome.

-To decompose a task into small steps and think about how code snippets can be broken down

-to apply skills to create a program containing a count-controlled loop.

Impact: explore the concept of repetition in programming. Children can design and create a game which uses repetition, applying stages of programming design throughout.

PE

Intent- children can identify areas of strength and areas to continue to work on. Children to gain better core stability to support balancing

Implementation- Physical Education

Warm up : Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage . All change and To Bank or not to Bank

Funs Skills : Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Dynamic Balance: On a line (FUNS 5)Coordination: Ball skills

(FUNS 9) aiming for red.

Cog : For 6 weeks we are working on our cognitive skills

Implementation: gymnastics

L1: Balance (Partner Work)
L2: Balance (Partner Work)
L3: Balance (Partner Work)
L4: Rotation (Floor Work)
L5: Rotation (Hand Apparatus)
L6: Rotation (Hand Apparatus)

Outcome: children can perform a range of balances and rotations with control and consistency

Impact: Children can understand the simple tactics of attacking and defending. They can explain what they're doing well and have begun to identify areas for improvement.

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RE

Intent - to develop children's understanding of Hinduism in Britain today.

Implementation - What does it mean to be a Hindu in Britain today? (Unit 29)

- To explore what is Hindu Dharma.
- To learn how and why do many Hindus perform Puja.
- To investigate what is dharma? What can we learn from the story of King Yudhishtira?
- To understand what the Ramayana tell Hindus about dharma.
- To learn how and why do many Hindus celebrate Diwali.
- To plan a Diwali celebration for my local community.

Outcome: to plan a Diwali celebration and understand what is required.

Impact: children can describe how Hindus show and celebrate their faith today.

Science

Intent - to be able to recognise that living things can be grouped and classified.

Implementation

To research the scientist, Carl Linnaeus. (R)

To explore and recognise that living things can be grouped in a variety of ways. (IGC)

To explore the similarities and differences and groups between vertebrates, invertebrates, and flowering and non-flowering plants. (IGC)

To identify and be able to group vertebrates into fish, amphibians, reptiles, birds and mammals. (IGC)

To identify and be able to group invertebrates into snails, slugs, worms, spiders and insects. (IGC)

To understand how to use classification key to help group living things. (R)

****Outcome-** children to show understanding through a quiz assessment,

Impact- children will be able to talk about how living things can be grouped and classified.

DT

Intent - to develop confidence using a range of textiles based joining techniques

Implementation

-investigate a range of textile pencil cases that have a selection of stitches, fabrics and fastening.

-develop the skills of whip stitch, back stitch and running stitch to sew two small pieces of fabric together and evaluate the effectiveness of each stitch.

-develop the skills of sewing on a fastening such as a button to a piece of fabric.

-design a fabric pencil case with a fastening, by ordering the main stages of making.

-successfully use a chosen stitch to combine fabrics to make a functioning pencil case with a fastening.

-evaluate by testing the functionality of their and product and checking their product against the design criteria.

****Outcome-** children to create a pencil case for a family member

Impact: children to confidently sew and attach 2d pieces of material to make a 3d product

French

Intent -

**FRENCH
TO BE
TAUGHT
IN
SPRING
TERM 2**

Impact