

Year 4- Spring Term

Topic: Why were the Roman Empire so powerful and so successful?
Italy



Healthy Body
Healthy Mind
Healthy Planet

History

Intent- to understand the power and effectiveness of the Roman Empire

Implementation

- Understand the timeline of events that led to the start, rise and end of the Roman Empire
- explain how and why Roman's invaded Britain
- Identify the training and weaponry used by the Roman army and explain why they were important
- Understand the key tactics used by the army during battle and other things they introduced to improve the Empire
- Use a range of resources and sources to learn about Boudicca and the uprising
- Identify the legacy left behind by elements of the Roman Empire -ask questions about how impacted our lives today

**** Outcome-** to create a knowledge organiser for a younger child to teach them about Roman Empire

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

Geography

Intent- to be able to compare and contrast an area of Italy with an area of the UK.

Implementation

- Locate the world's countries, using maps to focus on Europe. Locate the UK, Italy and other countries in Europe.
- locate Italy and identify key locations in Italy
- Identify physical features in Italy- climate, mountains, environmental regions
- recap how volcanoes erupt and to investigate the destruction of Pompeii
- find out about the famous cities and landmarks of Italy
- understand the culture of Italy
- use and share my knowledge of Italy

****Outcome-** children to create a lapbook about Italy

Impact- children will be able to describe the physical and human features of Italy and understand how they're different to South-west England.

Science 1

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

Implementation

- use a range of methods to sort living things
- generate questions to use in a classification key
- identify vertebrates by observing their similarities and differences
- use a key to identify invertebrates
- create a classification key to help group and name a variety of living things
- use a table and key to show characteristics of living things
- carry out an investigation in our local area to identify birds, plants and invertebrates
- record observations using different methods

****Outcome-** children to create a pitfall trap to find invertebrates and categorise them

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

Science 2

Intent- to be able to recognise that environment can sometimes change and this can pose dangers to living things

Implementation

- observations of the local area to find habitats
- understand that some changes are natural and some are caused by humans
- use simple enquiry to demonstrate the effect of a greenhouse
- plan and draw up tables to record results
- identify different changes to the environment
- carry out an experiment to show change changes in a rainforest
- communicate my learning on habitats to tell people about changes to the environment
- understand the impact that individuals can have on the environment

****Outcome-** children to redesign an area of the school to help save habitats

Impact- children will be able to explain how changes in the environment can positively and negatively impact living things

Art

Intent- children to develop confidence using a range of techniques to create different visual effects

Implementation

- Study the work of Eric Carle and Henri Matisse.
- Refine and alter ideas by experimenting in sketch books and explain choices using art vocabulary.
- Use overlapping, layering, coiling, tessellation, mosaic and montage.
- Collect visual information from a variety of sources, describing the visual and tactile elements.

**** Outcome-** children to contribute to class collage linked to animals and their habitats

Impact- children to understand the effect of a range of techniques and how to use a variety to create an overall impact

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PHSE

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

Implementation

- understand what physical activity is and why it is so important for our bodies
- identify the journey our food makes and understanding how different foods are produced
- understand the importance of sleep and how it can affect our body and mind
- discuss the screen time we have and the positive and negative effects this can have on our mind and our relationships
- understanding of the importance of family and that some are different
- equip children to understand different forms of government
- understand the difference between laws and rules

**** Outcome-** children to contribute to class floorbook

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

DT

Intent- to develop confidence using a range of cooking skills and techniques

Implementation

- Research Italian meals, being aware of seasonality and foods that are available during different times of the year
- Understand and apply the principles of a healthy and varied diet to plan an Italian based dish
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Test, critique and evaluate their work and the work of others

**** Outcome-** children to create an Italian based banquet to share with their families

Impact- children to confidently navigate using maps and compasses/ perform skills with increasing accuracy and confidence

Computing

Intent- to develop creating media through photo editing. To understand data and information through data logging.

Implementation-

- to introduce learners to the concept of editing images and to explore when we need to rotate and crop an image.
- to look at the effect that different colours and filters can have on an image.
- to introduce the cloning tool and its use in both changing the composition of a photo and photo retouching.
- to learn how to use different tools to select areas of an image and to use copy and paste within one image.
- to start reviewing some images and considering what makes an image look real or made up
- to review the image that they created in Lesson 5.

Implementation-

- to explore and consider what data can be collected and how it is collected.
- to build on the idea of collecting data over time, and be introduced to the idea of collecting data automatically using computers such as data loggers.
- to explore how data loggers work.
- to open an existing data file and use software to find out key information.
- to explore questions that can be answered using collected data
- to review data collected to answer the question that they selected

Impact children can successfully edit photos and can understand the benefits to collecting data and logging data.

RE

Intent- to develop children's understanding of Hinduism and Christianity.

Implementation - What does it mean to be a Hindu in Britain today?

- to research about how Hindus, show their faith within their families.
- to discover objects you might find in a Hindu's home and understand its meaning.
- discover different rituals Hindu families, perform during 'puja' and explore individual rituals of the class.
- explore what Hindus do to show their tradition within the faith community.
- research and explore how Diwali is celebrated in Britain today.
- research and discover other Hindu celebrations and how they are celebrated.
- consolidate learning to create artwork to show Hindu beliefs and traditions.

Implementation - Why do Christians call the day Jesus died 'Good Friday'?

- to understand the word 'salvation'.
- to be able to recap Holy week.
- discuss what emotions would have been felt by Mary and create an emotion graph for the week.
- to contextualise Palm Sunday, Good Friday and Easter Sunday. (What is the meaning/importance of each day?)
- to create a poster to display the importance of each day.
- to compare what brings sadness, hope and joy to people and link these emotions to the Gospel.

Impact - children can describe how Hindus show their faith today and make links between gospel accounts and how Christians show their beliefs.

French

Intent- to develop the children's knowledge and understanding of key French vocabulary

Implementation

- to understand vocabulary about farms
- describe games that they play
- talk in French about what they do in the playground
- discuss what they like to play
- answer the question 'Where do you live?'
- explain about their home
- tell a partner about their daily routine

**** Outcome-** the children will be able to play the game 'Simon says'

Impact- the children will be confident to discuss their playtime and their home

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PE- 1

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.

PE 2

Intent-

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 . Like clock-work and Team juggling

Funs Skills : Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Coordination: Sending and Receiving (FUNS 8) Counter Balance: with a partner (FUNS 7) aiming for red.

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

Implementation: dance

Impact- They can make up rules and versions of activities. They can respond differently to a variety of tasks or music and can recognise similarities and differences in movements and expression

Music

Intent- to develop knowledge and understanding of key aspects of music and conduct

Implementation -

- to listen, appraise and sing back the anti bullying song Stop.
- to learn the song Gotta be me and start to compose the song Stop.
- to explore the rhythm and continue to compose and perform the song Stop.
- to listen and appraise the song Can't stop the feeling
- to listen and appraise Libertango and learn the song Stop
- to listen and appraise the song Mas Que Nada and perform the song Stop.

Implementation -

- to listen, appraise and sing back the song Lean on me.
- to listen and appraise the song He still loves me. Introduce glockenspiels or recorder to lean on me.
- to listen and appraise Praise me. Lean to sing lean on me, play instruments and improvise using the notes F and sometimes G .
- to listen and appraise Amazing Grace and compose the song Lean on me.
- to explore the song Ode to joy and to rehearse and perform their part

Impact- children can confidently listen and appraise songs and can successfully complete progressive warm up games