

Class: 4		Autumn First Half Term Curriculum Map 2016				Topic: Romans		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
<b>English</b>	<p><b>Traditional tales-Myths and Legends</b> become familiar with Roman myths and identify the key features in the stories.</p> <ul style="list-style-type: none"> <li>▪ Children can read stories with a historical setting and find evidence about the period when the story is set.</li> <li>▪ Children write character sketches using evidence deduced from the text.</li> <li>▪ Children can recognise the stages in a story and the way that events are linked.</li> <li>▪ Children can identify powerful verbs in a text and can talk about their function.</li> <li>▪ Children can plan a story with a clear structure including a build-up, climax or conflict, and resolution.</li> <li>▪ Children can use connectives to show changes in time or place and the sequence of events.</li> <li>▪ Children can write a complete narrative with their ideas organised into paragraphs.</li> </ul>				<p><b>Exploring poetry form-</b></p> <ul style="list-style-type: none"> <li>▪ Children listen for and use some technical terms in discussion of poems.</li> <li>▪ Children understand how the use of expressive and descriptive language can create effects or generate emotional responses.</li> <li>▪ Children can experiment orally with phrases and words to create different effects and responses.</li> <li>▪ Children can plan, organise and create an ICT-based poetry presentation that involves each member of the group.</li> </ul> <p>Children can reflect on and evaluate the quality of their own and their peers' poetry presentations.</p>			
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• 1. Recognise simple sentences</li> <li>• 2. Begin to recognise (Y3) or revise (Y4) compound and complex sentences</li> <li>• 3. Use conjunctions to express time or cause</li> <li>• 4. Learn how to use dialogue punctuation (Y3) or revise this (Y4)</li> <li>• 5. Use and recognise nouns, adjectives and prepositional phrases</li> <li>• 6. Use adverbs and prepositions to express time and place</li> <li>•</li> </ul>							
<b>Spelling</b>	invention, injection, action, hesitation, completion, mention -tion most common ending	expression, discussion, confession, permission, admission, possess(ion), -ssion when ends in ss or -mit	expansion, extension comprehension, tension -sion when ends in d or se (exceptions attend – attention and intention)	musician, electrician, magician, politician, mathematician -cian ends in c or cs	natural, naughty, notice, Common Exception Words (CEW)	occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, Common Exception Words (CEW)	popular, position, possess(ion), possible exceptions Common Exception Words (CEW)	

<b>Big write</b>	N/A		Instructions-how to capture a mythical creature		Recount-Hit the Surf trip		Descriptive writing-mythical character description		Narrative: Create own mythical story		Poetry- Roman poem		Poetry: write an autumn image poem			
<b>Big Maths</b>	C	Reading 4digit numbers	C	Partitioning 4 digit numbers	C	Ordering 4 digit numbers	C	Counting multiples 7	C	Counting multiples 8	C	Counting multiples 9	C	Multiples of 25		
	L	6 x table	L	6 x table	L	6 x table	L	7 x table	L	7 x table	L	7 x table	L	7 x table		
	I	Adding 3 digit numbers	I	Doubling & Halving	I	Jigsaw numbers to 10 (decimals)	I	x 10 & ÷ 10	I	x 10 & ÷ 10	I	2d x 2d (multiples of 10)(e.g. 70 x 40)	I	Coin card x		
	C	Adding 3 digit numbers	C	Subtraction 3 digit numbers	C	I can multiply any 2d number	C	I can multiply any 2d number	C	Division	C	Column addition	C	Column subtraction		
<b>Maths</b>	<u>Number and Place Value:</u>  <i>identify, represent and estimate numbers using different representations</i>  <i>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</i>				<u>Number and Place Value:</u>  <i>count in multiples of 6, 7, 9, 25 and 1000</i>  <i>find 1000 more or less than a given number</i>  <i>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</i>  <i>order and compare numbers beyond 1000</i>		<u>Addition and Subtraction:</u>  <i>Add numbers with up to 4 digits using efficient methods</i>  <i>Subtract numbers with up to 4 digits using efficient methods</i>  I can estimate answers to check a calculation  I can use inverse operations to check a calculation			<u>Multiplication and Division</u>  <i>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbersrecognise and use factor pairs and commutativity in mental calculations</i>  <i>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</i>			<u>Geometry: (links to topic and tessellation-create a tessellating tile)</u>  <i>I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and size</i>  <i>I can identify acute and obtuse angles and compare and order angles up to two right angles by size</i>			
	<b>Using and Applying</b>	Solve problems using place value using money					Use addition to find the perimeter of shapes and areas outside Use money problem solving skills- adding and taking away			Apply skills to problem solving tasks.			Designing a plan for a Roman villa using all previous skills from term			

<p><b>Science</b></p>	<p><u>Habitats:</u> recap MRS NERG, define habitat. Name living things in correct habitat. Q's for topic. Ask relevant questions</p> <p>Record findings using simple scientific language and drawings</p>	<p><u>Classification:</u> many things on earth so classify to aid identification. Look at recently discovered species. Make systematic and careful observations</p> <p>Record findings using simple scientific language and drawings</p> <p>Identify differences and similarities related to scientific ideas</p>	<p><u>Minibeasts:</u> observe and collect minibeasts. Discuss suitable habitats and make guide for other children. Make systematic and careful observations</p> <p>Gather, record and classify data</p> <p>Record findings using simple scientific language, keys and drawings</p>	<p><u>Classification keys:</u> Creating databases for branching systems. Create own classification key from previous session. Classifying data</p> <p>Asking relevant questions</p> <p>Identifying differences and similarities related to scientific ideas</p>	<p><u>Food chains and webs:</u> revise relationship between living things and habitat. Discuss how food chains interweave. Discuss consequences of removing links. Present data in a variety of forms</p> <p>Identify changes related to simple scientific ideas and processes</p>	<p><u>Effects of changes:</u> discuss natural and human-led changes in environment, positive and negative. Set up litter enquiry.</p> <p>Set up simple practical enquiries</p> <p>Gather data</p>	<p><u>Management:</u> how habitats managed today and historically. Estate agents for minibeasts. Record findings using simple scientific language, labelled diagrams and tables</p> <p>Report of findings from enquiries</p> <p>Draw simple conclusions</p>
<p><b>Art and Design</b></p>	<p>Create art inspired by Roman mosaics</p> <p>Learn about great artists, designers and architects in history.</p> <p>I can analyse and comment on ideas, methods and approaches used in my own and others' work.</p> <p>Research, create and refine a print using a variety of techniques</p>			<p>Roman Shield Design</p> <p>Plan and create different effects and textures with paint according to what they need for the task (see past skills)</p> <p>Show increasing independence and creativity with the painting process</p>			

<b>Computing</b>	<p>Researching Romans. E-safety: using internet to search. How can we get more accurate results? Being aware that not everything you find online is correct- must be checked and evaluated.</p> <p><i>Evaluate a range of electronic multimedia, appropriate to task e.g website,</i></p>	<p>Algorithms: what do children do when get up? Would leave out too much info for algorithms. Create flow charts of different routines- ovals start, rectangles steps, diamonds decisions. Play '<a href="#">Playground Games Algorithm</a>'.</p> <p>Children to work out which game they are playing by following the instructions.</p> <p>Debug the games.</p> <p><i>Add inputs to control their sprite. Use conditional statements (if... then) within their game.</i></p>	<p>Planning a classification key flow chart. PPT for classification key. Adding hyperlinks for yes and no answers. Continue classification keys. Add transitions between slides. Improve presentation.</p> <p><i>Have regular opportunities to enter data into a graphing package and use it to create a range of graphs, and to interpret data across all subjects To compare how different graphs can be used for different purposes</i></p>
<b>Design Technology</b>	<p><u>Roman Soldier Puppet</u></p> <p><i>describe the purpose of their products</i></p> <p><i>indicate the design features of their products that will appeal to intended users</i></p> <p><i>measure, mark out, cut and shape materials and components with some accuracy</i></p> <p><i>how well products achieve their purposes</i></p>	<p>Model of Roman Architecture</p> <p><i>model their ideas using prototypes and pattern pieces</i></p> <p><i>use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</i></p> <p><i>assemble, join and combine materials and components with some accuracy</i></p>	
<b>Geography</b>	<p>Where is Rome? Which countries did the Roman Empire rule? <i>Locate the world's countries</i></p>	<p>Life in Britain before Roman Invasion (Celts) <i>Human geography: including: types of settlement and land use, economic activity including trade links.</i></p>	

<b>History</b>	<p>Who are the Romans? What do these pieces of evidence tell you about the Romans? What do you already know? What do you want to find out? (use ICT for initial research)</p> <p><i>To construct informed responses which include the selection and organisation of relevant historical information.</i></p>	<p>Look at a timeline for the events leading up to the rise of the Roman Empire</p> <p><i>To understand the importance and development of specific empires and civilisations.</i></p> <p><i>To develop a chronologically secure knowledge and understanding.</i></p> <p><i>To recall, select &amp; organise information.</i></p>	<p>Roman Emperors (art lesson)</p> <p><i>To frame historically-valid questions and create their own structured accounts, including written narratives, drama and recounts.</i></p>	<p>Why Romans wanted to invade Britain and how they invaded.</p> <p><i>To frame historically-valid questions and create their own structured accounts, including written narratives, drama and recounts.</i></p>	<p>Life of a soldier in the Roman Army</p> <p><i>To frame historically-valid questions and create their own structured accounts, including written narratives, drama and recounts.</i></p> <p><i>To note connections, contrasts and trends over time.</i></p>
<b>Languages</b>	<p>Directions</p> <p><i>Describe actions orally</i></p> <p><i>Recognise and respond to sound patterns and words.</i></p>		<p>Transport</p> <p><i>Experiment with the writing of simple words.</i></p>	<p>Comment vas-tu à l'école? (How do you go to school?)</p> <p><i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i></p>	
<b>Music</b>	<p>Playing with patterns: improvise rhythm patterns, learn to play melodic ostinato.</p> <p><i>To listen with increasing concentration and attention to musical details.</i></p> <p><i>To recall sounds and melodies using aural memory.</i></p>		<p>Unsquare rhythms: identify and perform patterns, invent to make seven beats, perform to a backing track-creating dramatic music to accompany a Roman invasion</p> <p><i>To play musical instruments in solo and ensemble contexts with some control and accuracy.</i></p>	<p>Create music to accompany a poetry performance enhancing skills on rhythm and pattern using a variety of instruments</p> <p><i>To play musical instruments in solo and ensemble contexts with some control and accuracy.</i></p>	

<b>Physical Education</b>	<p style="text-align: center;"><u>Gymnastics</u>          Acquiring and developing skills  <i>develop the range of actions, body shapes and balances they include in a performance</i></p> <p style="text-align: center;"><i>perform skills and actions more accurately and consistently</i>          Selecting and applying skills, tactics and compositional ideas  <i>create gymnastic sequences that meet a theme or set of conditions</i></p> <p style="text-align: center;"><i>use compositional devices when creating their sequences, such as changes in speed, level and direction</i>          Knowledge and understanding of fitness and health</p> <p style="text-align: center;"><i>describe how the body reacts during different types of activity and how this affects the way they perform</i>          Evaluating and improving performance  <i>describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved</i></p>			
<b>Religious Education</b>	Who was Jesus? Describe his life, teachings. Why Christians believe Jesus is significant and important. <i>Describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others.</i>	Teachings: how does the teaching of Jesus affect the way Christians live? Looking at Jesus' main teachings (Sermon on the mount) How would a Christian use these teachings in their lives? <i>Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.</i>	Read parables from the bible and understand why these stories were told and how they affect Christians. <i>Describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others.</i>	What affects the way I live? Compare Christian important values to children's own. Ten commandments- do they agree? <i>Reflect on sources of inspiration in their own and others' lives.</i>

<p><b>PSHE</b></p>	<p>New beginnings: worried and concerns at new year. Setting personal targets and goals for the year.</p> <p>To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p>	<p>(Teamwork)</p> <p>Understanding the difference between fact and opinions.</p> <p>Learning how to deal with difference of opinions.</p> <p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society</p>	<p>(Resilience)</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p>	<p>(Effort)</p> <p>To know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</p>	<p>(Independence)</p> <p>To look after their money and realise that future wants and needs may be met through saving.</p>	<p>Positive statements about other in class. Describing a class mate in a form of 'guess who' by positive statements.</p>	<p>Describing self through positive statements: this term I have... Look at PSHE charts so far. What have they collected stickers for? What do they need to work harder at next term- set targets.</p>
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