



Romans



English – National Curriculum	Skills	Overview
<ul style="list-style-type: none"> • Write stories that contain mythical, legendary or historical characters. • Write a recount • Write in a journalistic style • Write stories of adventure 	<p>Can show imagination in settings, characters and plot in narratives creating interest, humour or suspense.</p> <p>Can organise sentences into paragraphs.</p> <p>Can choose nouns and pronouns for clarity and cohesion.</p> <p>Can use connectives.</p> <p>Can use conjunctions, adverbs and prepositions to express time.</p> <p>Can use powerful verbs.</p> <p>Can use fronted adverbials followed by the correct punctuation.</p> <p>Can punctuate direct speech.</p> <p>Can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction.</p>	<p>Through Talk for Writing, the children learn the story of Romulus and Remus and how Rome began.</p> <p>The children write a diary entry as if they were a Roman soldier about to commence in the battle with Boudicca. They think about emotions and use their senses to imagine what it would have been like and how the Roman soldiers would have felt.</p> <p>They write in a journalistic style, reporting on Boudicca before the huge battle.</p> <p>The children retell and innovate the story called, 'The Fatal Fire' written by Terry Deary, using adventurous vocabulary, fronted adverbials and powerful verbs.</p>

Science – National Curriculum	Skills	Overview
<ul style="list-style-type: none"> • identify the effects of water resistance and friction that act between moving surfaces. 	<p>Can ask relevant questions and use different enquiries to answer them.</p>	<p>Children will explore the effects of friction. They will investigate friction between different surfaces, make</p>



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	<p>Can take accurate measurements using standard units and read scales on forcemeters.</p> <p>Can use scientific language to report oral and written explanations. Can make predictions based on findings and suggest improvements/raise further questions.</p> <p>Can use scientific evidence to answer questions or support findings.</p>	<p>predictions and compare these with findings. They will use forcemeters to measure the degree of friction.</p> <p>Children will relate what they have found between solid surfaces and apply this to streamlining in water. They will investigate how different shapes travel through water.</p>
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Geography – National Curriculum	Skills	Overview
<ul style="list-style-type: none"> Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. 	<p>Children to identify where countries are in Europe on a map.</p> <p>Children to label and find out interesting facts about those countries.</p>	<p>Children to develop an understanding of where Rome is and which country it is in. Children to develop an understanding of Europe and where the UK is.</p>

History – National Curriculum	Skills	Overview
<ul style="list-style-type: none"> The Roman Empire and its impact on Britain. 	<ul style="list-style-type: none"> I can plot events on a timeline using centuries. I can explain how an event from the past has shaped our life today. 	<p>Children to learn about the Romans and what their lives were like. Where they lived and what they did. Children to learn about what it would have been like to be a Roman soldier and their battles.</p> <p>Children to also learn about the impact the Roman Empire had on Britain.</p>



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Design Tech – National Curriculum	Skills	Overview
<ul style="list-style-type: none">• Use research and develop design criteria.• Generate, develop, model and communicate ideas through discussion.• Select from and use a wider range of tools and equipment to perform practical tasks.• Consider the views of others to improve their work.	<p>Can plan a sequence of actions to make a product.</p> <p>Develop more than one design or prototype. Identify the strengths and weaknesses of their design ideas.</p> <p>Measure and mark out to the nearest mm.</p>	<p>Children are to design and make Roman catapults in small groups.</p> <p>Make a Roman Pie.</p>

French – National Curriculum	Skills	Overview
<ul style="list-style-type: none">• To use the correct definite article in own writing• Read stories and sing songs• Use a dictionary• Phonics	<ul style="list-style-type: none">• To name animals and use a dictionary to find out if they are masculine or feminine.• To know some colours and correct word order for adjectives.• To know how the spelling changes for masculine/feminine adjectives.	<p>The children will learn the names of animals and use the dictionary to find out if they are masculine or feminine. They will learn about word order and adjectival agreement. They will create a pet shop and do role plays buying and selling animals using Euros. They will use French phonics to pronounce unfamiliar vocabulary accurately.</p>



RE – National Curriculum	Skills	Overview
<ul style="list-style-type: none">To study Christianity	<ul style="list-style-type: none">comment on connections between questions, beliefs, values and practicesgather, select, and organise ideas about religion and belief	Children to become aware of the Roman beliefs and Gods.
Music – National Curriculum	Skills	Overview
<ul style="list-style-type: none">Play and perform in solo ensemble context using voice and playing instrument with increasing accuracy.Pupils should be taught to sing and play musically with increasing confidence and control.Pupils should be taught to sing and play musically with increasing confidence and control.	<ul style="list-style-type: none">Learning to read music and recognise notesTo sing with control of pitch and tone	Children learn how to play the recorder Opportunities to sing are at Harvest Festival, Christmas performance and the Carol concert in Church
Physical Ed – National Curriculum	Skills	Overview
<ul style="list-style-type: none">Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.	Can use a range of techniques when passing. Can change direction and speed when dribbling the ball. Can show growing consistency and control in games.	The children will take part in different invasion games, applying the principles of attacking and defending. Children will discuss rules and adapt and change them based on all children agreeing. They will have lots of fun developing new skills and consolidating old ones.



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	<p>Can suggest how rules can be changed to improve the game.</p> <p>Can use a range of tactics to keep possession of the ball and to attack the goal.</p>	
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PSCHE – National Curriculum	Skills	Overview

Computing – National Curriculum	Skills	Overview
<ul style="list-style-type: none"> Design and write programmes that accomplish specific goals. Use sequence, selections and repetition in programs. 	<p>I can experiment with variables to control models.</p> <p>I can give an on-screen robot specific instructions that takes them from A to B.</p> <p>I can make an accurate prediction and explain why I believe something will happen (linked to programming).</p> <p>I can de-bug a program</p>	<p>Children will use the program Scratch to develop puzzles and crack codes. They will give instructions to their animation, thinking creatively and reasoning systematically.</p> <p>They will also learn how to de-bug a program.</p>

British Values	Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
<ul style="list-style-type: none"> Democracy Tolerance Citizenship 		Segadunum – Roman Fort	



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