

Year 4 Summer 2

The Great Escape



History

National curriculum: The Roman Empire and its impact on Britain

Progression in Skills:

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms e.g. BC/AD
- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of Questions
- Use the library and internet for research
- Recall, select and organise historical information
- Communicate their knowledge and understanding.

English

English texts: My story: Roman invasion

Year 4 writing assessment objectives:

Instructions

Poetry

- use a range of adverbs to add detail to writing
- use fronted adverbials
- use present, past, progressive and perfect tense verb forms accurately
- use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)
- Maintain Standard English forms correctly, e.g. *I was* (not *I were*), *should have* (not *should of*), *ours* (not *ares*),
- spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)
- produce legible joined handwriting
- make simple additions, revisions and proof-reading corrections to their own writing

Maths

National Curriculum objectives

- **Equivalent Fractions:** Find equivalent fractions. Simplify mixed number and improper fractions. Add and subtract fractions (recording answers as a mixed number or in simplest form). Solve word problems.
- **Geometry:** To describe position, plot coordinates, and describe translations (including using coordinates).
- **Roman numerals:** To write Roman numerals to 20, and to 100.
- **Statistics:** To draw and read picture graphs, bar graphs, and line graphs.

Science

National Curriculum Objectives:

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

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DT

National Curriculum objectives

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

- Understand how key events and individuals in design and technology have helped shape the world.
- Apply their understanding of computing to program, monitor and control their products.
- To understand and apply the principles of a healthy and varied diet.
- To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Progression in Skills:

- Make labelled drawings from different views showing specific features.
- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes.
- Suggest alternative methods of making, if the first attempts fail.
- Select appropriate tools and techniques for making their product.
- Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.
- Join and combine materials and components accurately in temporary and permanent ways.
- Evaluate their work both during and at the end of the assignment.
- Evaluate their products carrying out appropriate tests.

Spanish

National Curriculum Objectives: Weather & Ice Cream

- To ask about and describe the weather in Spanish, identify regional weather patterns on a map of Spain, and express preferences (likes, dislikes, and favorites) regarding various ice cream flavors.
- To ask and answer *¿Qué tiempo hace hoy?* ("What is the weather like today?") and use key weather phrases.
- To listen to, read, and write simple sentences about the weather and regional differences in Spain.
- To name ice cream flavors and use basic grammar rules, such as placing *no* before a verb to form negative sentences.
- To participate in simple interactive surveys and conversational role-plays, including ordering food and responding to questions.

Progression in Skills

- Can explain what hurts/why feeling unwell (e.g., *Me duele la cabeza*).
- Can take part in a roleplay at the doctors.
- Can understand, remember and say some jungle animal nouns (e.g., *el tigre, el mono, la serpiente*).
- Can understand familiar colours and adjectives.
- Can understand unfamiliar adjectives to describe jungle animals.
- Can write a sentence with a noun, verb, adjectives (and a conjunction).

PE- Athletics

National curriculum

- To develop flexibility, strength, technique, control, and balance.
- To link movements together to create cohesive actions and sequences.
- To communicate, collaborate, and compete effectively with others.
- To compare current performances with previous attempts to demonstrate personal improvement.

Progression in Skills

- To decide on ways to improve runs, jumps and throws and implement changes, compare different throws when using various equipment, and demonstrate patience and determination.
- To show differences between sprinting and running speeds over various distances.
- To throw a variety of objects demonstrating accuracy, e.g. objects landing in a throwing zone.
- To perform a range of jumps with consistency, sometimes approaching jumps with a run-up.
- To compete in running, jumping and throwing activities and compare their performance with previous ones.
- To work with others to score and record distances and times accurately.
- To develop control in baton exchange and analyse as a team how to improve handovers.

Oracy

National Curriculum objectives

- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Progression in Skills:

- Able to identify and reflect on key points of what they have just been told e.g. "So our flag is called the Union flag and not the Union Jack. The flag pole is the jack, they always call it that on the TV."
- Understand and use popular colloquial expressions e.g. "That's sick!"

Computing

National Curriculum Objectives

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Progression in skills: Purposefully combine a range of digital content to present information to others. Create and combine audio to make a simple musical composition.

RE

Christianity: Prayer and Worship

Progression in Skills:

- Explain some of the feelings my special place gives me and suggest why that is.
- Describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.
- Start to understand the impact a Christian's special place has on him/her.

PSHE

National Curriculum

- **R6:** that a feature of positive family life is caring relationships.
- **R11:** what constitutes a positive, healthy friendship; principles apply online.
- **R17/18:** strategies to resolve disputes; recognize unsafe friendships.
- **OS1/2:** Respectful online interactions; critically evaluate online relationships.
- **OS3/4:** Minimum age for social media (13); importance of privacy settings.
- **BS1:** appropriate boundaries in friendships.

Progression in Skills:

- When we use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best.
- When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships.
- Friends can help them see things from a different perspective and that's why we should talk to our friends about our problems.
- Identify those things that make them a good friend.
- I can tell you the risks of making friends online including the risks of talking to people I have never met.
- I can tell you some strategies for managing online bullying.
- Understand how information and data is shared and used online.