

**Engage:**  
**Express:**

### Literacy

Apply their growing knowledge of root words, prefixes and suffixes to read and understand new words  
Understand what they read, in books they can read independently, by:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

Develop spelling and handwriting skills in line with curriculum objectives

Pupils should be taught to:

- plan their writing
- draft and write
- evaluate and edit

Extend the range of sentences with more than one clause by using a wider range of conjunctions

Use the present perfect form of verbs in contrast to the past tense

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Use conjunctions, adverbs and prepositions to express time and cause

Use fronted adverbials

### Mathematics

*Please see termly Success and Challenge cards*

### Physical Development

#### Gymnastics:

Use running, jumping, throwing and catching in isolation and in combination  
Develop flexibility, strength, technique, control and balance  
Perform dances using a range of movement patterns  
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Personal, Social and Emotional Development

#### PSCHE: Going for Goals

Taking responsibility – for our successes and when things go wrong  
Waiting for what you want – persistence (keeping going)  
Resilience – bouncing back/maintaining effort  
Setting and achieving goals  
Ladder to success I would be, but .....  
Excuses, excuses! Making wise choices  
Planning for: "Looking at risk"

#### Being Different and Equal

What does it mean to belong?

#### R.E.: Hinduism – God and sacred writings

Children should learn that Hindus believe:  
- God is one (Brahman) but represented in different forms such as: Vishnu, Shiva and Ganesha  
- the ten 'avatars' of Vishnu, especially Krishna and Rama  
- stories connected to Rama and Krishna such as : Rama's exile and return (Ramayana) : Childhood of Krishna  
Hindus have their own Sacred Writings  
- Vedas  
- Bhagavad Gita  
- Ramayana  
Hindus have respect for:  
- God  
- other people  
- cows and all forms of life

### SPRING TERM 1

#### Objectives

*I am Warrior!*

**Year 4**

### Knowledge Outcomes

What countries are included in The Roman Empire?  
What are The Twelve Tables?  
What are The Romans most known for? What did they make?  
What did The Romans believed in?

GDS –  
**Challenge**

**How many classes were there in Roman society and what were they called?**

### Understanding of the World

#### HISTORY: The Roman Empire

Learn about the Roman Empire and its impact on Britain.  
Learn about the power of the Roman army.  
Learn about the successful invasion of Britain by Claudius and the conquest of different towns, including Hadrian's Wall  
Understand that there was British resistance, for example Boudicca  
Learn about the 'Romanisation' of Britain – the impact of technology, culture and beliefs, including early Christianity.  
**Being Different and Equal**  
To understand key historical events beyond living memory that are significant nationally or globally

#### SCIENCE: Sound

Pupils should be taught to:  
- 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.

#### COMPUTING: iProgram

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;  
solve problems by decomposing them into smaller parts  
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

### Languages

#### Meet the family

Understand nouns for members of a family.  
Ask "Who is it?" and give a response with a family member noun.  
Understand and say some nouns for parts of the face.  
Understand simple sentences using nouns and colours about the face.  
Write a simple sentence to describe the colour of a part of the face.

### Expressive Art and Design

#### Art and Design: Materials – pattern, texture, experimenting

Create visual texture using different marks and tools.  
Create patterns/ motifs with repeated mark making.  
Evaluate beginning to use artistic language.

#### Music:

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  
Develop an understanding of the history of music