



Class: Year4  
Teacher: Mrs Gates

New Hartley First School  
Happy children aiming high

Term: Autumn 1 2019  
Dates: 2<sup>nd</sup> Sept – 25<sup>th</sup> Oct



## Aspirations I

**Key Question:** What would you like to achieve when you leave school?

### English:

**Writing opportunities across the curriculum:** Writing a recommendation of the best soundproofing material (Science): Persuasive letter from Brutus (History link – the rise and fall of Julius Ceasar, what happens when aspirations go awry): Job application for the role of Roman Emperor (children then reflect as to whether they would enjoy this role and which other roles they would perhaps be suited to and why—links to Motivation Mondays): Balanced argument 'should women be allowed to join the Royal Marines?' (History link – women were not allowed in the Roman army; Equality and challenging gender stereotypes in modern day society): Instructions of how to be a Roman Soldier: Diary entry in the role of Boudicca (exploring gender stereotypes and her aspirations): Description of Boudicca.

**Spoken Word:** Children will: use relevant strategies to build their vocabulary (exploring synonyms with wow word of the week and vocabulary taken from class novel): articulate and justify answers, arguments and opinions (debate linked to balanced argument): give well-structured descriptions (Boudicca hot-seating), explanations (how sounds travels through the ear – Science) for different purposes, including for expressing feelings: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (talk partners): consider and evaluate different viewpoints, attending to and building on the contributions of others (debate).

**Word Reading:** Children will be taught to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Comprehension:** Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (during class novel time, guided reading and independent reading as well as focus texts with subject specific links): reading books that are structured in different ways and reading for a range of purposes (a range of books available in class library, modelled text types, reading for information and fact retrieval as well as reading for pleasure): using dictionaries to check the meaning of words that they have read: discussing words and phrases that capture the reader's interest and imagination: vocabulary, wow words and power openers chosen by children from class novel): understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (guided reading and independent reading as well as comprehension activities): drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence: identifying main ideas drawn from more than one paragraph and summarising these (guided reading focus): participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**Writing Composition:** Pupils will be taught to plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar: discussing and recording ideas. They will be taught to draft and write by: composing and rehearsing sentences orally (hold a sentence), organising paragraphs around a theme (balanced argument): in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (instructions to be a Roman Soldier). Children will evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements (edit and improve): proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (self and peer marking and edit and improving): proof-read for spelling and punctuation errors. They will read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (balanced argument and job application)

**Grammar, Vocabulary and Punctuation** (taught both explicitly and within writing lessons): Children will be taught to: extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (balanced argument, job application, science writing): choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (description of Boudicca): using conjunctions, adverbs and prepositions to express time and cause (instructions): using fronted adverbials with a comma after (diary entry, balanced argument): Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) (description of Boudicca and diary entry).

**Spelling:** Children will be taught one spelling rule each week. They will take this rule home and will be tasked with finding words which fit the rule. Examples will be displayed in the classroom and children will complete a weekly spelling activity assessing their understanding of the rule. Children will also practise and learn the spelling of two common exception words each week. Children will be taught the following spelling rules: words with aw/spelt with augh and au; adding the prefix im- (before a root word starting with m or p); Adding the prefix il- (before a root word starting with l) and the prefix ir- (before a root word starting with r); homophones and near homophones; words with /shun/ endings spelt 'sion' (if root word ends in 'se', 'de', or 'd').

### Maths:

**Number: Place Value:** Children will: 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. Count in multiples of 6, 7, 9, 25 and 1,000: Find 1,000 more or less than a given number: Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones: Order and compare numbers beyond 1,000: Identify, represent and estimate numbers using different representations: Round any number to the nearest 10, 100 and 1,000: Solve number and practical problems that involve all of the above and with increasingly large positive numbers: Count backwards through zero to include negative numbers. **Small steps covered:** Roman Numerals to 100: Round to the nearest 10: Round to the nearest 100: Count in 1,000s 1,000s, 100s, 10s and 1s: Partitioning Number line to 10,000: 1,000 more or less: Compare numbers: Order numbers: Round to the nearest 1,000: Count in 25s: Negative numbers.

**Addition and Subtraction:** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate: Estimate and use inverse operations to check answers to a calculation: Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. **Small steps covered:** Add and subtract 1s, 10s, 100s and 1,000s: Add two 4-digit numbers –no exchange: Add two 4-digit numbers –one exchange: Add two 4-digit numbers –more than one exchange: Subtract two 4-digit numbers –no exchange: Subtract two 4-digit numbers –one exchange: Subtract two 4-digit numbers –more than one exchange: Efficient subtraction: Estimate answers: Checking strategies.

### Humanities (History, Geography and RE):

During this topic, children will learn about the impact the Roman Empire had on life in Britain. They will learn about the spread of the Roman Empire, the invasion of Britain and the eventual conquest. They will consider why the Roman empire was able to conquer and spread as successfully and rapidly as it did: what were their aspirations? Why were they so driven? They will understand the vast spread of the Roman Empire through marking this on a map of Europe. They will consider the rise and fall of Julius Ceasar with a link to our class values – what happens when aspirations overtake humility, open-mindedness and

compassion.

The children will also look in detail at some of the great achievements of the Romans such as the introduction of Roman roads in Britain (Romanisation of Britain) and the Roman aqueducts across Europe (STEM link to be explored through recreation of own aqueduct using plastic tubing – group work). They will map the first Roman road routes on a map of the UK and compare these with the volume of routes available today. The study of this time period will also allow children to consider gender roles and challenging stereotypes, looking at the political power and influence held by Cleopatra, and the successful rebellion of Boudicca against the odds (Cinema visit to see 'Rotten Romans' which explores the success of Boudicca in the face of doubt). The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. A lesson on gods and Roman religion will help the children to understand more about the culture and beliefs of Roman people and how such beliefs impacted on their aspirations and achievements (RE link – what did Roman Palestine look like when Jesus was alive?). **Children will:** continue to understand how our knowledge of the past is constructed from a range of sources (archaeology, historical sources—children will locate local excavation sites such as Arbeia and Vindolanda alongside study of Hadrian's Wall). Children will consider why the study of history is important and impactful on our life today. They will explore the Roman legal system and political senate and the dictatorship of Julius Caesar. They will compare and contrast this to our own legal system, debating the pros and cons.

Following 'SACRE': Christianity – God and Jesus. See NHFS and SACRE syllabus for objectives and activities. History link: Children will examine what Roman Palestine was like when Jesus was alive. Explore the life and aspirations of Mother Theresa and how she believed God was present and active in her life. Children will explore 'what it is to belong' and how Christians show that they belong to their religion. They will explore pilgrimage as giving a sense of belonging, plotting on a map the places that Christians visit on pilgrimage. Children will gain an understanding and appreciation of uniqueness and diversity as Jesus did. We will explore race, equality and social inclusion and tolerance through the 10 commandments and The Summary of the Law (links to PSHE – rules and laws). Children will study the 2 Supreme Commandments compare and contrast these with British Values.

Key Vocabulary: emperor, centurion, aqueduct, gladiator, territory, Republic, Londinium, archaeology, artefact, conquer, invade, Romanisation, senate, pilgrimage, diversity, tolerance, equality. Landmarks: Colosseum, Hadrian's Wall, Lourdes, The Vatican, St Peter's Basilica.

### STEM (Science and Computing):

Sound: Children will learn about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school. They will work in groups to create a human model of the way particles pass sound vibrations on, and write and star in their own documentary explaining how sound travels. The children will work in a hands-on way to explore pitch, and will use their understanding of how high and low sounds are made to create their own set of pan pipes. They will have the opportunity to make a string telephone, and will use this to investigate how sounds change over distance and through different materials. Children will learn about thunder and lightning and why we hear thunder before we see lightening (this will serve as prior knowledge for the childrens' study of natural disasters and extreme weather in Autumn 2). The children will work scientifically and collaboratively to investigate the best material for soundproofing, in the context of making a music studio quieter. Finally, they will demonstrate their learning from the whole unit by designing and creating their own musical instrument that will play high, low, loud and quiet sounds.

Gaming: Children will use the platform 'Kodu' to create their own simple computer game. Pupils start by creating a design for their game, which includes rule-based algorithms describing how it will be played and a sketch of the Kodu world it will be played in. Pupils then create the Kodu world, implement their algorithms as code and play and evaluate each others' games. E-Safety: Age restrictions on games and online activities. Children will learn why age restrictions exist and why some sites require a user to verify their age. Staying safe online: Using a range of given scenarios, children will consider the best and most responsible course of action using the NHFS 'zip it, block it, flag it' icons.

Key Vocabulary: vibrating, pitch, volume, insulation, outer, middle and inner, cochlea, auditory, frequency, hammer, algorithm, rule, tile, condition, action

### Physical and Mental Health and Wellbeing (PE and PSHE):

NUFC—multi-skills and Football. Sports leaders training: Children will develop skills in throwing, catching, defending, attacking and goal scoring and will be given the opportunity to apply their new skills in a range of competitive games and matches.

Dukeshouse Wood Residential: Children will take part in outdoor and adventurous activity challenges both individually and within a team. They will work collaboratively with a sense of adventures, supporting each other and building key skills such as resilience, teamwork and persistence.

Right and responsibilities: children will explore issues concerning health, wellbeing, purpose of rules and law (covered in RE lifestyles), human rights, different cultures, customs and traditions of people living in the UK (covered in RE), anti-social behaviours and their consequences, critiquing media information.

Growing and Changing: aspirations and goals, recognising and managing feelings (daily emotions chart), change, loss and grief (Text – Grandad's Island).

### The Arts (Art and Music):

Children will explore and reflect on the use of mosaics by the Romans, using some example to inspire their own mosaics. Additionally, children will be given the opportunity to explore the work of Gaudi as well as the work of modern day artists and their use of mosaic. They will design and produce their own mosaics, initially using paper squares. We will also explore the use of patterns to create a mosaic image, using small tiles, boards and grout.

Children will explore how music can be used to tell a story and how pitch, texture, melody, dynamics, tempo can be used to create mood within a piece of music (Saint-Saëns: Carnival of the Animals). Children will work in a group to recreate a piece of music based on their animal, using a range of their chosen percussion instruments. Children will explore how music can be inspired by pictures, paintings or events (Mussorgsky: Pictures at an Exhibition). Children will consider a musical arrangement to match an image of Mount Vesuvius erupting in 79AD. They will then work in groups to create their own piece of music to match this image. The exploration of mood a conveyed by images and artwork will continue to be explored through the exploration of the work of Katsushika Hokusai in Autumn 2.

Key Vocabulary: pitch, texture, tone, temp, dynamics, timbre, ensemble, solo, percussion, tessellation

### French:

Unit 3: family, colours, months, numbers 21-30. Children will be taught to: listen attentively to spoken language and show understanding by joining in and responding; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; appreciate stories, songs, poems and rhymes in the language.

### Visit/Visitors/Resources:

09.09.19 Tour of Britain

09.09.19 Northumbrian Water – Water Saving Workshop

16.09.19 Visit to the Vue Cinema to see 'Horrible Histories: Rotten Romans'

23.09.19 - 04.10.19 – Sound box resource loan from Newcastle University

02.10.19 Dukeshouse Wood

10.10.19 Science Visit (Space VR technology)

