

Curriculum Plan
Hazel – Autumn 1



Programmes of Study

Year 4 **Hazel** Autumn 1

Unit Title: RUTHLESS ROMANS

Literacy Genres Stories with historical setting: *Escape from Pompeii* [Focus], *Christina Balit* (3 weeks) Information Texts: (2 weeks) Exploring Form: (2 weeks)

Reading Enhancements

Escape from Pompeii [Focus], *Christina Balit*

Literacy



Chatsworth Global:
Ancient Rome

Writing to entertain:

Stories – Myths & legends; Descriptive Poetry; Narrative Poetry and Characters/Settings

Writing to inform:

Recount, Letters, Biography, Newspaper articles and explanations

Writing to persuade:

Advertising – leaflets & brochures
Letters and posters

Progression in Reading Comprehension

Vocabulary /Inference/ predict/ explain/ retrieve/
summarise

Grammar

To extend knowledge and understanding of adverbs through: -Identifying common adverbs with *ly* suffix and discussing their impact on the meaning of sentences
-Noticing where they occur in sentences and how they are used to qualify the meaning of verbs
-Collecting and classifying examples of adverbs, e.g., for speed: *swiftly, rapidly, sluggishly; light: brilliantly, dimly* - Investigating the effects of substituting adverbs in clauses or sentences, e.g. *They left the housely*
Using adverbs with greater discrimination in own writing.

Maths

Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers

Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers

Learn \times and \div facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts

Tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation

Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column)

<p>Art</p>	<p>MIXED MEDIA – MOSAICS</p> <ul style="list-style-type: none"> -Know the significance of mosaics in Roman art. -Know that mosaics are a form of decoration by arranging together small pieces -Investigate pattern and design in mosaics -Generate a mosaic style pattern of coloured squares to refine a design 	<p>Humanities (History)</p>  <p>Chatsworth Global: Ancient Rome</p>	<p>ROMANS KNOW HOW ROME WAS FOUNDED AND HOW IT EXPANDED INTO AN EMPIRE.</p> <ul style="list-style-type: none"> -Know the legend of Romulus and Remus - Investigate how Rome played on its strengths to expand into an empire and learn the facts about the length and location of Roman rule around Europe, Asia and Africa -Discover how Rome was ruled by emperor, consuls and senators and learn about the different groups of people in Rome and their rights (slaves, plebeians, patricians, women) -Describe aspects of daily life: technology; hygiene; children; food; houses -Learn what the ancient Romans did for entertainment and who the gladiators were?
	<ul style="list-style-type: none"> -To use the technique of fixing individual small squares to create a mosaic 		<ul style="list-style-type: none"> -Identify the differences between leisure today and in ancient Rome -Know what the life of a gladiator was like: what they did and why; what weapons they used; where gladiator fights took place -Investigate the beliefs of the ancient Romans and know who were their gods and goddesses were. Describing some of the most popular Roman gods -Describe and understand the key aspect of Mt Vesuvius and learn about when it destroyed the city of Pompeii
<p>Relationships and Health</p>  <p>Chatsworth Health and Wellbeing: Anti-bullying</p>	<p>RELATIONSHIPS- ANTI BULLYING</p> <ul style="list-style-type: none"> -Know the difference between being unkind, teasing and bullying -Know what the school rules are in regard to bullying -Know what people can do if they are being bullied -Know what peer pressure is and that it could make us behave in a way that is unacceptable, unhealthy or risky -Know where pressure might come from -Know who to trust and where are how to get help 	<p>Forest School</p>	<p>Story : The Little Grey Men – what do we need for survival? Whittle toasting stick, toast apple slices on fire. ID forage for sedge and birch twigs, use for weaving. More deadhedges, shelters for non-humans.</p>
<p>Design and technology / Woodwork</p>	<p>Woodwork projects connected to Main lesson themes in addition to projects derived from pupil interests</p>	<p>Science</p>	<p>PHYSICS - FORCES AND MAGNETS</p> <ul style="list-style-type: none"> -Know what gravity is and investigate the force of gravity. -Know the effects of air resistance. -Know that some mechanisms including leaver including pulleys and gears allow a smaller force to have a greater effect (ballista, onager, scorpio weapons).

Religious Studies

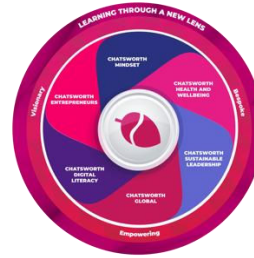


Chatsworth Mindset:
community and
compassion

ISLAM

- Learn about the Five Pillars of Faith
- Explore the significance of Hajj to Muslim believers
- Discuss the rise and spread of Islam; the meaning of Ummah (the worldwide community) in Islam.
- Know how and why Muslims respond to the needs of others around the world.

PE



**Chatsworth Health
and Wellbeing:**
Physical Fitness

SWIMMING

- To develop confidence in the water.
- To enter and leave the pool safely.
- Be able to answer questions about pool safety.
- Swims competently, confidently and proficiently over a distance of at least 20m.
- Uses the stroke of front crawl effectively.
- Begin to refine the technique of breaststroke and back stroke.

Outcome: To swim a width unaided in recognisable stroke.

FITNESS

- Increase and improve in higher intensity, physical activity for sustained periods of time.
- Apply skills to solve problems, individually and as part of a team.
- Increase and improve on longevity of physical activity.

French

- To introduce ourselves in French.
- To learn body parts
- To use phonics to pronounce numbers 1 – 20
- To learn a minimum of 5 colours in French
- To learn 5 items of clothing in French
- To learn 6 family members in French.
- To learn simple sentences in French
- To re-cap what has been learned

Music

- Pupils will develop their performing, composing and listening skills
- Pupils will learn about the interrelated dimensions of music
- Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills. -Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing.
- Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.

Trips and or events