

English

The class will focus on high quality texts and poetry throughout the term. Where applicable, links to the *I am Warrior* topic will be made through appropriate writing genres. We are rewriting our English Scheme of work this year and are choosing texts on a half termly basis during planning time. This map will be updated as we go along.



Texts:

- Weeks 1-4 Whole school Roald Dahl focus: James and the Giant Peach
- Weeks 5 and 6 Whole School Poetry Focus

Written outcomes:

- Diary writing
- Play scripts
- Non – chronological reports
- Persuasive letter writing

Grammar and spelling: Tenses – past simple and progressive; present simple and progressive inc. subj verb agreement; fronted adverbials – later that day; comparative and superlative adjectives (bigger than/the best, etc.); past simple; subordination; adverbials; descriptive language - expanded noun phrases; note-taking; poetic devices -similes and metaphors

KS2 Punctuation: inverted commas for speech; semi-colons and colons, punctuation for parenthesis; apostrophe for possession

P.S.H.E

Reactions - Frustration
Self-Worth – I'm a Marvell
Persistence and Resilience – Don't Give Up
Negative Persistence – Over and Over
Loss / Separation – Left Behind
Family Changes – Two Homes
Friendship – Best Features
Friendship – Circles Time
Friendship – The BAFAs

I am Warrior! Year 4 Autumn term



I am warrior! I am strong, brave & powerful. Meet me in battle. Draw your sword, wield your axe & challenge me if you dare! Invade & attack, Romans versus the Celts, the fight is on. We will learn and discover about warring Britain – meet Claudius, Boudicca and Julius Caesar and find out what the Romans did for us. We will find out about life as a Roman child – working in research teams to find out about homes, clothes, schools, entertainment, religion & meal times.

Ideas for topic texts to read at home: Roman myths, The thieves of Ostia, What the Romans did for us, the journal of Iliona, Boudicca's Army

Geography & History

We will use maps to look at the expansion of the Roman Empire and discuss why the Romans wanted to come to Britain. We will use a range of historical & online source materials to research & organise a timeline showing the chronology of the Roman Empire, finding out about the main historical figures in Roman and Celtic Britain, daily life in Roman Britain and the legacy that the Romans left for us.

Art & Design

DT: We will learn about wheels and axels and design and make a Roman chariot.
Art: We will research the purpose of mosaics and what they depicted. We will create our own, designing a border and a central motif.

French

Body parts, animals, family, where they live, hobbies, transport, avoir & etre, propositions, adjectives.

Science

Sound:

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from a sound 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.

Electricity (to be continued in the spring term):

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Computing

- Use computer program to write letter about life in Roman Britain.
- Online publishing (3BM Sharing my view)
- Logo turtle mania.
- Internet safety.

R.E.

- The Bible
- Trust in God

Maths

Maths will be taught separately. Please see the list of objectives for the year.

P.E.

1st half: Invasion Games & Swimming
2nd half: Invasion Games & Swimming