

## Year 4 Autumn Term 2

Mrs Newcombe and Mr Williams

### Big Questions

**What Did The Romans Ever Do For Us? (History)**

**What can we do with electricity? (Science)**

*As Writers we will respond to a range of books:*

**Zombierella** - Joseph Coelho. We will consider how to write contrasting, descriptive character profiles using a range of descriptive devices including fronted adverbials and expanded noun phrases. We will also be continuing to develop our accuracy at writing direct speech.

We will predict and write our own ending to Zombierella.

We will develop our self and peer editing skills - checking for punctuation, spelling and handwriting.

**Until I Met Dudley** - Roger McGough

We will study the imaginary explanations of how an electrical item works - alongside their real-life explanations.

We will be designing our own imaginary explanations of how a simple electrical item works - using a range of conjunctions, focussing on writing quality, descriptive writing which is well-ordered.

*As Historians we will:*

-consider the history of Leicester in the Roman era  
-consider how the Romans got to England, the spread of the Roman empire, their invasion of Britain, the strength of their armies and why they came.

-learn about their impact on the life of the existing Britons and the resistance to the invasion by Boudicca

-their impact on technology, culture and beliefs (e.g. mosaics, roads, religion) and the legacy of the Romans on life in Britain today - particularly the Roman baths of Leicester and the importance of Jewry Wall / spas / the peacock mosaic / the Rutland mosaic

*As Scientists we will:*

-learn that many household devices and appliances run on electricity

-consider how to use electricity safely

-investigate electrical circuits consisting of cells / a battery/batteries connected to a component using wires.

-add a switch to the circuit to turn the component on and off

-investigate electrical conductors and insulators

- make our own simple switches

**History Sticky Words:**

mosaic, arch, chariot, hypocaust, tunic, aquila, pantheon, testudo, circus maximus, legionary

**Science Sticky Words:**

Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol

*As Artists we will:*

study local mosaic art of the Romans, creating online computerised tessellations.

We will consider the form of simple Roman pottery vessels and have a go at creating a 3D pottery vessel forms - learning how to make a thumb pot / pinch pot / how to make slip / how to attach clay decoration to a vessel / how to make marks in clay in the style of Roman-styled vessels.

<p>As Mathematicians we will follow the topics in Year 4 Power Maths Book A, covering and revising:</p> <p><b>Measurement</b> including</p> <ul style="list-style-type: none"> <li>- developing an understanding of kilometres</li> <li>Converting between different units of measure [for example, kilometre to metre</li> <li>- measuring and calculating the perimeter of a rectangle</li> <li>- measuring and calculating the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>- Multiplying and dividing by multiples of 10 and 100</li> <li>- Multiplying by 0 and 1</li> <li>- Dividing by 1</li> <li>- Multiplying and dividing by 6 and learning the 6x table</li> <li>- Multiplying and dividing by 7 and learning the 7x table</li> <li>-learn our times tables and practise recall on Times Tables Rock Stars</li> <li>-revise and consolidate previous maths learning</li> </ul>	<p>In French, we will study the Romans in the Language Angels Unit Les Romains. We will learn how to:</p> <ul style="list-style-type: none"> <li>- Tell somebody in French the key facts and key people involved in the story of the history of the Roman Empire.</li> <li>- Say the days of the week in French and learn how these are related to the Roman gods and goddesses.</li> <li>- Tell somebody in French what the most famous Roman inventions were.</li> <li>- Learn what life was like for a rich and a poor child in Roman times.</li> <li>- Begin to understand the concept of the negative form in French.</li> </ul>	<p><i>As Design Technologists we will:</i></p> <ul style="list-style-type: none"> <li>- develop the knowledge, understanding and skills needed to engage in the ongoing, adaptive process of designing and making an electrical system burglar alarm to protect Santa's chocolate coins</li> <li>- use a variety of practical activities in Science to explore and learn about electrical circuits and switches</li> </ul> <p>Design - develop a design of an innovative, functional and appealing products that is fit for the purpose,</p> <ul style="list-style-type: none"> <li>- in a small group, generate, develop, model and communicate their ideas through discussion and annotated sketches</li> </ul> <p>Make - select from and use a range of materials and electrical components, according to their functional properties and aesthetic qualities, to make a working burglar alarm</p> <p>Evaluate - evaluate their ideas and finished burglar alarm against design criteria and consider the views of others to improve their work</p>
<p>In Computing we will learn how to code using 2Code. We will review coding vocabulary</p> <p>Number Variables</p> <p>We will explain what a variable is in programming.</p> <ul style="list-style-type: none"> <li>• Children can create and use variables when programming.</li> </ul> <p>Making a Playable Game</p>	<p>As Musicians we will be learning to:</p> <ul style="list-style-type: none"> <li>-listen and appraise a variety of ABBA hits</li> <li>-learn to sing, play, improvise and compose along with the well-known song Mamma Mia using glockenspiels and a variety of percussion - tuned and non-tuned.</li> </ul>	<p><i>As students of Religious Education we will consider the Big Question 'What does it mean to be a Hindu in Britain today?' and be able to:</i></p> <ul style="list-style-type: none"> <li>- suggest reasons why being a Hindu is a good thing in Britain today, and reasons why it might be hard sometimes</li> </ul>

<p>We will read code that includes repeat until and IF/ ELSE and explain how it works.</p> <p>We will create a program that includes and IF/ ELSE statement.</p> <p>We will interpret a flowchart that depicts an IF/ ELSE statement.</p>	<p>- listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians (Using the Autumn 2 Composer Pack ppt)</p>	<p>- discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p> <p>- describe how the life of Gandhi shows Hindu beliefs in action</p>
<p>As Outdoor Athletes we will:</p> <p>learn netball skills including a variety of throwing skills and basic netball principles suitable for attacking and defending.</p> <p>We will play small group games, modified where appropriate.</p>	<p>As Indoor Athletes we will:</p> <p>-develop our accuracy and control when travelling, balancing and rolling using a variety of low apparatus</p>	