

## Computing

The children will be developing their understanding of E safety, focusing on respect. A range of media, including text messages and emails will be analysed and discussed in detail to encourage respectful usage of social media. They will also attempt to mimic a real-life scenario by using simulations. Simulations allow for real life things to be tried which would otherwise be too difficult, dangerous or expensive to do.

## Art and Design

The children will learn about great artists in history, building on their knowledge about Henry Moore last term, and improve their art and design techniques including sculpture using a range of materials. In DT, they will create Roman forts using a range of techniques to strengthen structures making them capable of withstanding an attack from Y5 and 6 catapults!

**Music** Children will be singing songs in rounds and in harmony practicing different rhythm, and creating a musical performance together with other schools in our community through the Ripon Cathedral project. They will also analyse and improve their performance through the end of year play.

## Science

in the classroom, we will be sharing our learning of life cycles, grouping plants and animals based on the properties and creating flow charts to represent this. Children will gain knowledge of living things and their habitats through Forest School exploration. They will discuss the similarities and differences between the life cycles of different animals. Children will find and inspect a range of plants to learn about their parts and reproduction.

## Maths

Roman numerals will be used throughout the topic to record dates and measurements. Children will solve problems using measurement before converting them when building their Roman forts. Children will also look at parallel, perpendicular lines and measure the angles of their designs. Children will also use converting measurements when measuring their Roman Centurion uniform.

## Summer 2019

### What did the Romans do for us?

#### Experience day: The Yorkshire Museum

## Literacy

Writing a recount about the school's amalgamation day.

Write a narrative about a Roman soldier using our class text (Thieves of Ostia) for inspiration.

Write a biography for Julius Cesar outlining key parts of his life.

Write instructions for how to build a Roman fort capable of withstanding an attack.

**PSHCE** The children will use confidence-building activities to promote their understanding of how their actions may affect others.

**RE** The children will be looking at biographies of key religious figures and comparing the beliefs about religion of people today with the beliefs of those in Ancient Rome.

## PE

The children will be attending swimming lessons at Ripon Spa Baths every Wednesday morning. [Year 4]

The children will also be taught a mixture of striking games such as cricket and rounders as well as athletics by sporting influence every Thursday. This will also improve their communication in sport. These lessons will support the children in developing their fitness levels and coordination.

**History** Children will investigate how the Roman invasion impacted on life in Britain, measuring themselves to be a Roman soldier and comparing life as a soldier then with today. They will use a range of sources to investigate life as a child during the Roman Empire to write diary entries and news reports. Through making shields and practicing the different formations in battle, they will use role play and drama to act out the battle against Boudicca. They will taste different foods, discover inventions and learn about Roman settlements in the UK, to decide whether they would rather have been a Roman under the power of Julius Caesar.

**Geography** The children will read maps, to understand the origins and the growth of the Roman Empire in Great Britain. They will explore Roman farming, tasting food grown on the land, and identify how their settlements have evolved and impacted on life in modern Britain through population growth..

### Computing

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

### Art and Design

**DT:** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

**Art:** Arts and Crafts: focus on Henry Moore and create sculptures.

**Music** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

### **Science - Animals including Humans**

Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.

### Maths

#### **Geometry**

Recognise 3-D shapes in different orientations and describe them;

Recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn ;presented in different orientations recognise that angles are Identify whether angles are greater than or less than a right angle (acute, obtuse)

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Compare and classify shapes based on their properties. Interpret graphs. Plot co-ordinates on a grid (2D). Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

#### **Measure**

Convert between different units of measure [for example, kilometre to metre; hour to minute] Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares

Summer 1 - 2019

What did the Romans do for us?

### Literacy

Understand and use a subordinate clause.

Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Use the term "verb" appropriately and understand the function of verbs in sentences through:

- Noticing that sentences cannot make sense without them

Collecting and classifying examples of verbs from own reading and own knowledge e.g. run, chase, sprint; eat, consume, gobble.

### PHSCE & RE

Children will be able to understand that personal experiences and feelings can influence their attitudes and actions towards inspirational people. Identify religious people and how they behave within religious practices and lifestyles. Ask questions and suggest answers about the significant experiences of others, including religious believers. Explain how religious life and practices affect the lives of individuals and communities and the significance of some religious beliefs, teachings and events for members of faith communities. Recognise and express my feelings about my own identity and link this to my learning about religion.

### Physical Education

Play competitive games, modified where appropriate [cricket & rounders] and apply basic principles suitable for attacking and defending Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best

### History

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Noting connections, contrasts and trends over time and develop the appropriate use of historical terms.

Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Understand significant turning point in British history for example the Roman

### Geography

Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.