

# Class 4 : Year 4/5 : Mr Bateman : SPRING 2 Curriculum Overview 2019/20 : ROMANS RULE

## English

- Narrative
  - *Escape from Rome by Caroline Lawrence*
  - Create complex sentences using relative clauses
  - Create and punctuate complex sentences using ‘ed’, ‘ing’ and simile starters.
  - Explore, identify, collect and use noun phrases.
  - Use apostrophes for singular and plural possession.
  - Create sentences for fronted adverbials for when and where.
  - Use inverted commas and other punctuation for direct speech.
  - Link ideas across paragraphs using adverbials for time, place and numbers.
  - Create complex sentences by using relative clauses with relative pronouns (who, which, where)

**Relevant, Challenge**

- Non-fiction reports
  - *Boudicca*
  - Select appropriate structure, vocabulary and grammar
  - Use organisation and presentational devices
  - Identify and use brackets to indicate parenthesis
  - Identify and use dashes to indicate parenthesis.

**Relevant**

## Maths

- Number
  - Round whole number to the nearest 10, 100, 1000
  - Recognise the place value of numbers up to millions including up to 3 dp
  - Order decimal numbers
  - Round decimal numbers
- Number
  - Multiply two=digit and three-digit numbers by a one-digit number using formal written layout
  - Divide numbers up to 3 digits by a one-digit number using formal written method
- Geometry
  - Compare and classify geometric shapes, based on their properties and sizes
  - Identify lines of symmetry in 2D shapes present in different orientations
  - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
  - Identify 3D shapes from 2D representations
- Statistics
  - Solve comparison, sum and difference problems using information presenting in all types of graph (including line graphs)

## Science

- Living Things and their Habitats
  - Recognise that living things can be grouped in a variety of ways
  - Explore and use classification keys to help group, identify and name 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.
- Can we use the classification keys to identify all the animals that we found in outdoor learning?
- Do woodlice prefer the light or dark, dry or damp conditions?
- Invent a shelter for minibeasts
- Invent a new minibeast
- What do I eat? (Food chain work)
- How do habitats change?

**Inspirational, Relevant, Challenge, Collaborative**

## RE

- 3.4: Sadness and Joy of Easter
  - Is it possible to describe the events of Holy Week and Easter simply as events of joy and sadness? Why? Why not?
  - Is the cross a symbol of sadness or joy?
  - How do the services held in churches during Holy Week and Easter reflect the sadness and joy?
  - Is Good Friday the beginning or the end?
    - Is Easter Sunday the end or the beginning?

**WI: What does Easter mean to you? Why?**

**WI: What emotion do you most relate to Easter? Why?**

**MC: How is Easter celebrated around the world?**

**Relevant, Unique**

## ART (PPA)

- Clay Sculpture (Pots and Brooches)
  - Can shape, form, model and construct from imagination
  - Can use surface patterns/textures
  - Can use appropriate skill and technique

**BV: Mutual Respect & Individual Liberty**

**Collaborative, Creativity**

## French (PPA)

- U14: La Mer
  - Listen attentively and understand more complex phrases and sentences.
  - Take part in short conversations using sentences and familiar vocabulary.
  - Write simple sentences using supporting materials.

**WI: How does the Bible describe the sea?**

## Geography

## PE

- Dance (Y3/4)
  - Evaluate their own performance and comment on improvements.
  - Compose dances expressively.
  - Organise their own warm up and cool down activities.

**BV: Mutual Respect & Individual Liberty**

**Independent, Creative, Courage**

- Swimming (Y5)
  - Swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively

**Courage, Challenge**

## Computing

- Online Safety (Online Behaviour)
  - Can articulate examples of ‘good’ and ‘bad’ behaviour online.
  - Can articulate what constitutes good behaviour online.
- BV: Mutual Respect**
- WI: Why does James say the tongue is like a forest fire? (James 3:5)**
- IT: Data Handling (Link to Science)
  - Can present data in different ways
  - Can create data collection forms and enter data accurately
  - Can enter data into a spreadsheet using appropriate headings
  - Can use simple formula

**Independent, Relevant**

## Music (PPA)

- Y3.4 The Dragon Song
  - Sing with confidence using a wider vocal range.
  - Sing in tune.
  - Identify phrases through breathing in appropriate places.
  - Recognise rhythmic patterns.
  - Identify melodic phrases and play them by ear.

**BV: Mutual Respect & Individual Liberty**

## History

- Roman Britain
  - What was like in Britain like before the Romans?
  - Why did the Romans come to Britain?
  - Who was Boudicca and what did she do?
    - What were the main Roman settlements and how were these connected?
    - How did the Romans live in Britain?
    - How did the Romans change life in Britain?
- Place events from period studied on time line
- Begin to date events
- Identify key features and events of time studied

**MC: How is life in Roman Italy different to Roman Britain?**

**Relevant**

## British Values

- Picture News
- First News
- Newsround
  - Democracy (Daily; voting for rewards)
  - Mutual Respect & Rule of Law (Daily)

## What if?

## Multi Cultural Links

## Diamond 9