

**Breadth:****As Writers:**

- Use the main features of a type of writing. This term will be Narrative and Newspapers.
- Include clear devices to inform and entertain within their writing.
- Use organisational devices.
- Use a mixture of simple, compound and complex sentences.
- Create clear and descriptive characterisation.
- Create clear and descriptive settings using all senses.
- To identify and include improved synonyms.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Write sentences that include conjunctions, adverbs and clauses.
- Plan, write, edit and improve.

Texts:**Class Reader:** Escape from Pompeii**As Readers:**

- Draw inferences from reading.
- Predict from details stated and implied.
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.
- Identify recurring themes and elements of different stories.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
- Ask questions to improve understanding of a text.
- Predict what might happen from details stated and implied.
- Identify how language structure and presentation contribute to meaning.

As Mathematicians:**Focus on all times tables and fluency of these facts.****Plus:****Place Value**

- Rounding numbers to the nearest 10, 100 and 1000.
- Count in 1000's.
- Partitioning numbers.
- Compare 4-digit numbers.
- Count in 25's
- Identifying and ordering negative numbers.
- Ordering numbers using a number line.
- Identifying Roman Numerals.

Addition and subtraction

- Add and subtract 1's, 10s, 00s and 1000s.
- Add up to 4-digit numbers, without exchange, with one exchange and with more than one exchange.
- Estimate answers and checking strategies.

As Scientists:

- Ask relevant questions.
- Record findings using simple scientific language, drawings and labelled diagrams.
- Report on findings from enquiries, including oral and written explanations.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions.
- Use straightforward scientific evidence to answer questions or to support findings.

States of Matter

- 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.

<p>As Geographers: Focus on the countries involved in the growth of the Roman Empire.</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital mapping to locate countries and describe features. • Name the countries of Europe included in the Roman Empire. • Identify the location of Hadrian's Wall. • Place Rome and the UK on a map. 	<p>As Historians: Focus- The Roman Empire and invasion of Britain.</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe the characteristic features of the past, including ideas, beliefs and experiences of men, women, and children. • Place events, artefacts and historical figures on a timeline. • Use appropriate historical vocabulary. • Know when Roman civilisation existed. • The Roman influence in Britain. • Know who Boudicca was and how she resisted the Roman invasion. • Know how Roman society was structured. • To understand the significance of Hadrian's wall. 	<p>As Computer Experts: Computing systems and networks – The Internet</p> <ul style="list-style-type: none"> • Connecting networks • What is the internet made of? • How we share information. • Explore what a website is. • How can you own a website? <p>Do we always believe what we read online?</p>	<p>As Musicians:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Compose and perform melodic songs. • Create accompaniments for tunes. • Evaluate music using musical vocabulary to identify areas of likes and dislikes
<p>As Citizens (PSHCE): Being me in my World:</p> <ul style="list-style-type: none"> • Becoming a class Team. • Becoming a school citizen. • Exploring rights, responsibilities and democracy. • The links between rewards and consequences. • Owning our own learning. 		<p>Religious Education: Christianity</p> <ul style="list-style-type: none"> • What makes something sacred? • Explore different books within the Bible. • To know what a psalm and a proverb is. • What purpose do the stories inside the Bible have? 	

As artists: <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Comment on artworks using visual language. • Create and combine shapes to create recognisable forms. • Adapt and refine ideas as they progress. • Select and arrange materials for a striking effect. • Create original pieces that are influenced by studies of others. • Add materials to provide interesting detail. 	Being physically active: <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Adapt strategies and tactics. • Pass to team mates at appropriate times.
Key Vocabulary:	Kingdoms, Empire, turmoil, frontiers, territory, constitution, dictator, assassinated, emperor, sanitation, resistance, archaeologists, preservation, erosion, mosaics, construction, architects, prosperous, economy, exporting, acknowledged.

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	How can the events in Pompeii tell us about Roman life? Where did Hadrian build a wall and why? When and how was Britain conquered by the Romans? Who are the Iceni Tribe? and what impact did they have on Roman Britain. Who was Julius Caesar? How was the Roman Empire governed?	Explore the sources of evidence that help historians understand Roman life. Know how the Roman army were key in the growth of the Roman Empire. Understand how the events in Pompeii tell us about Roman life. Understand the impact the Roman invasion had on Britain, both positive and negative. Understand why Queen Boudicca lead the Iceni Tribe against the Romans.	To consider what is important when people have different opinions. How to create a community which is harmonious - respecting others' beliefs and opinions. Aspire to live in a peaceful world. Aspire to explore the history of Britain further. Aspire to pursue a career in archaeology. To consider the importance of myths in modern day Britain.

Home learning:	Year 4 homework for this term will be the following: <ul style="list-style-type: none"> • Weekly logging into Spelling Shed to practise the weekly spellings - 5 games to unlock other games • Weekly logging into Times Tables Rockstars - 15 minutes to release other games. This is really important as children will be sitting the Government times tables assessment in the summer term. Please visit Multiplication Tables Check - Timestables.co.uk for an online version which will be very similar to the actual assessment. • Reading- recorded into the reading diary to be entered into the readers raffle every MOnday and Key Stage 2 readers raffle at the end of term. • One item to be chosen from the homework menu per week, to be handed in on the last Tuesday of term i.e. 4 pieces chosen from the menu to be handed in on Tuesday 18th October.
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