

Year 4 Half Termly Overview – SUMMER TERM 1

RUTHLESS ROMANS	
What did the Romans do for us?	
Big Impact Event VR experience - Romans	Celebration of Learning Celebration of Work to parents (details to follow)
<p>History – Ancient Rome – What did the Romans do for us?</p> <ul style="list-style-type: none"> Place events from the period studied on a time line. Use terms related to the time period and begin to date events. Use evidence when discussing the everyday life of people in time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events. Use evidence to build up a picture of a past event. Ask a variety of questions. Use the library and internet for research. Choose relevant material to present a picture of one aspect of life in a time period. Begin to evaluate the usefulness of different sources. Use textbooks and historical knowledge to support new information learnt. 	
<p>Games – Rounders, Cricket</p> <p>How can I improve on attacking and defending?</p> <ul style="list-style-type: none"> To be able to use a range of skills to hit a ball in striking/fielding games. 	<p>PE – Athletics</p> <p>How can I improve my running, jumping and throwing?</p> <ul style="list-style-type: none"> To run, jump and throw successfully over increasingly larger distances.
<p>MFL – Do you have a pet?</p> <ul style="list-style-type: none"> Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. Read aloud short pieces of text applying knowledge learnt from phonics. Understand most of what we read in the foreign language when it is based on familiar language. Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...' 	<p>Computing – E-Safety: Managing online information</p> <ul style="list-style-type: none"> analyse information to make a judgement about probable accuracy and understand why it is important to make their own decisions regarding content and that their decisions are respected by others. describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.
<p>PSHCE – The Working World (Chores at home) and A World Without Judgement (Breaking down barriers)</p> <p>The Working World:</p> <ul style="list-style-type: none"> identify ways in which we can help those who look after us explain the positive impact of our actions describe the ways in which we can contribute to our home, school, and community identify the skills we may need in our future job roles <p>A World Without Judgement:</p> <ul style="list-style-type: none"> recognise positive attributes in others explain why being different is okay recognise your own strengths and goals, and understand that these may be different from those around you identify some of the ways we can overcome barriers and promote equality 	<p>RE – Good and Evil (Golden Thread: Community)</p> <ul style="list-style-type: none"> Express creatively and describe with more detail responses to own experiences of concepts introduced. Recognise and describe how their responses relate to their own lives and the wider world. Accurately describe what has been taught and how it could be used in the tradition covered. Accurately describe what has been taught and how it could vary within the concept and people around that concept being studied. Children can understand and describe the value of concepts that have been studied and can recognize the issues that may arise within personal experience and communities.
Geography, Science, DT, Art – not covered in this unit	Enrichment Opportunities VR experience - Romans