

**Engage:**

**Express:**

### Literacy

Apply their growing knowledge of root words, prefixes and suffixes to read and understand new words  
Understand what they read, in books they can read independently, by:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

Develop spelling and handwriting skills in line with curriculum objectives

Pupils should be taught to:

- plan their writing
- draft and write
- evaluate and edit

Extend the range of sentences with more than one clause by using a wider range of conjunctions

Use the present perfect form of verbs in contrast to the past tense

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Use conjunctions, adverbs and prepositions to express time and cause

Use fronted adverbials

### Physical Development

#### Gymnastics:

Use running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance

Perform dances using a range of movement patterns

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Personal, Social and Emotional Development

#### PSCHE: Going for Goals

Taking responsibility – for our successes and when things go wrong

Waiting for what you want – persistence (keeping going)

Resilience – bouncing back/maintaining effort

Setting and achieving goals

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Ladder to success I would be, but .....

Excuses, excuses! Making wise choices

Planning for: "Looking at risk"

#### R.E.: Birth Rites

Children should learn –

Religious rituals are performed around the time of the birth of a baby, in a place of worship or within the home

Birth rites are often rich in symbolism which convey the beliefs of the religious community

### SPRING TERM 1 2019

#### Objectives

*I am Warrior!*

Year 4

### Languages

Answer simple questions and give basic information e.g. saying where I live, whether I have brothers and sisters, whether I have a pet

Use key vocabulary to write short phrases about personal information

### Mathematics

*Please see termly Success and Challenge cards*

### Understanding of the World

#### HISTORY: The Roman Empire

Learn about the Roman Empire and its impact on Britain  
This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

#### SCIENCE: Sound

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

#### COMPUTING: iProgram

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

### Expressive Art and Design

#### Art and Design: Materials – pattern, texture, experimenting

Create visual texture using different marks and tools.  
Create patterns/ motifs with repeated mark making.  
Evaluate beginning to use artistic language.

#### Music:

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  
Develop an understanding of the history of music