

Art / DT	Key Skills
Textiles.	I can describe the user, purpose & design features of a product & explain how it works.
Roman money holders	I can investigate how well products have been made & whether they are fit for purpose.  I can use a wider range of materials & components. I can follow procedures for safety.  I can use a range of pattern pieces and prototypes. I can develop my own design criteria.  I can measure, mark-out, cut, shape, assemble, join and finish with some accuracy.

History	Key Skills
Romans	I can explain some of the time when Britain has been invaded. I can explain how historic items and artefacts can be used to help build up a picture of life in the past. I can research 2 versions of an event and explain how they differ.

Computing	Key Skills
Audio editing Online safety	I understand that sound can be digitally recorded.  I can use a digital device to record sound.  I can explain that a digital recording is stored as a file.  I understand than audio can be changed through editing.  I know that audio can be combined.

Languages	Key Skills
French—pets, numbers 11-20, giving someone’s name.	I can name and describe an object. I can have a short conversation saying 3-4 things. I can give a response using a short phrase.

PATHS/PSHE	Key Skills
Making good decisions.	I can make careful decisions.  I can understand peer relations and social pressure.

English
PLOT STRUCTURE: Opening and Build Up focused on setting  BASE TEXT: The Tunnel by Anthony Browne  MODEL TEXT: Opening and Build Up based on The Tunnel  TEXT TYPE: DIARY ENTRY RECOUNT  BASE TEXT: The Tunnel (Anthony Browne)  MODEL TEXT: Rose’s Diary

**Year 4 – Spring 2**  
**Romans**  
**Subjects and skills**

Maths
We follow the National Curriculum Year 4 Programme of Study in Maths. Topics for this half term: Decimals, money, measurement—perimeter and area, geometry—shape and position and statistics.

Music	Key Skills
Gospel/ soul	I understand how gospel/ soul is different from pop/ rap. I can sing in unison maintaining the correct pitch. I can play the glockenspiel , using an increasing number of notes. I can create simple melodic patterns.

Religious Education	Key Skills
What kind of world should we live in?	I can describe a range of answers to ethical any moral questions, showing awareness of the diversity of opinion and why there are differences.  I can give reasons for more than one point of view, providing evidence to support these views  I can begin to weigh up whether reasons and arguments are expressed coherently  I can begin to use philosophical vocabulary .

Science	Key Skills
Working scientifically	I can make a prediction with a reason.  I can identify differences, similarities and changes related to an enquiry. I can use observations and knowledge to answer scientific questions.  I can set up a simple enquiry to explore a scientific question.  I can set up a test to compare two things I can use equipment, including thermometers and data loggers to make measurements.

Sound	I can describe how sound is made.  I can explain how sound travels from a source to our ears.  I can explain the place of vibration in hearing.  I can explore the correlation between pitch and the object producing a sound.  I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.  I can describe what happens to a sound as it travels away from its source.
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PE	Key Skills
Invasion Games— Football, Hockey, Basketball, Rugby Gymnastics	I can plan and perform sequences with a partner that include a change of level and shape.  I can safely perform balances individually and with a partner  I understand how body tension can improve the control and quality of my movements.  I can develop my dribbling skills in invasion games.  I can develop my passing skills in invasion games.

Performance poetry (poetry day 21st March)

Performing for an audience.

Place value /measure

Explanation texts: How a volcano works

Cause and effect conjunctions; To use Standard English verb inflections accurately

Diary of Pompeii – Write a historical story.

Statistics

To create more detailed settings, characters and plot in narratives to engage the reader; Switch from present to past tense; Conjunctions; Fronted Adverbials; Direct speech; Bracket and dashes

Fractions

Assess and Review

Shape and position

Time