

KS1 & 2 Curriculum Mapping 2014-15 – identifying science & foundation subject objectives

Year Group: **YEAR 4**

Term: 1 2 3 4 **5** 6

Thematic Unit Name: **ITALY AND THE ROMANS**

Texts: **Versuvius Poovious Loovius (Fiction) & Roman Record (newspaper)**  
Trips: **British Museum**

NC STATUTORY SUBJECT Programmes of Study (POS):

**ENGLISH (see SR overviews)**

- **Poetry – form (3 wks) – linked to Italy/Romans**

I can recognise simple forms of poetry and their uses and evaluate a poem

I can perform a poem I have learned by heart

I can write rhyming couplets

- I can write a poem to present using ICT

- **Explanation texts (3 wks) – linked to Volcanoes**

I can identify the features of an explanation

I can tell the difference between a recount, a report and an explanation

I can give an explanation clearly

I can write an explanatory statements

I can write an explanation text

- **Newspaper reports (3 wks) – Icenii Revolt etc.**

I can identify these features of a newspaper article

I know the difference between fact and opinion

I can take on a character and act out a view point

I can write snappy sentences

I can write a report

I can write a newspaper article

- **Stories with historical settings (3 wks) – linked to the Roman Empire or Roman Britain**

I can read stories that are set in the past

I can discuss stories with historical settings

I can discuss the differences between a TV drama set in the past and a historical story

I can write extended sentences with powerful verbs

I can write a historical narrative

**MATHEMATICS (see SR overviews)**

- **Statistics (2 wks)**

interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

- **Using and applying projects (10 wks) linked to topic**

**reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

**can solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

**SCIENCE**

**States of matter**

**Statutory requirements**

**Pupils should be taught to:**

**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**

<p>degrees Celsius (°C)</p> <p><input type="checkbox"/> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Notes and guidance (non-statutory)</b></p> <p>Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. <b>Note: Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning. Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.</b></p>
<p><b>Art &amp; Design:</b></p> <p><b><u>Making Roman Pots</u></b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, <b>clay</b>]</li> </ul>
<p><b>Computing</b></p> <p><b><u>Spreadsheets (linked to data handling work in Maths)</u></b></p> <p><b><u>Dazzle – repeating patterns (mosaic floor patterns)</u></b></p> <ul style="list-style-type: none"> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>
<p><b>Design &amp; Technology:</b></p> <p><b><u>Italian food – Roman &amp; Modern</u></b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
<p><b>Languages (KS2)</b></p> <p><b>Catherine Cheater Scheme of Work (Spanish Y4 lessons 21-30)</b></p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li><input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li><input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li><input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li><input type="checkbox"/> present ideas and information orally to a range of audiences*</li> <li><input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing</li> <li><input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language</li> <li><input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li><input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li><input type="checkbox"/> describe people, places, things and actions orally* and in writing</li> <li><input type="checkbox"/> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
<p><b>Geography</b></p> <p><b><u>Italy</u></b> (linked to work on the Romans)</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe and understand key aspects of:</li> <li><input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>

## History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### Roman Empire and its impact on Britain

- 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

## Music

### Study of Italian composers

- listen with attention to detail and recall sounds with increasing aural memory
- 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.

### Roman Bath Songs (Sing-Up)

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers

## Physical Education

### **REAL PE units 5 & 6**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

RE (Locally Agreed Syllabus) (See Discovery RE Scheme)

- **What is the best way for a Jew to show commitment to God? (Beliefs and Practices)**

We are learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.

- **Do people have to go to church to show they are Christian? (Prayer and Worship)**

We are learning to understand how important going to Church is to show someone is a Christian.

PHSE (non-statutory) (See SEALS scheme)

- Relationships
- 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;
- 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;
- 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;
- 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help;
- 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and

disability;  
4g) where individuals, families and groups can get help and support.

- Changes

1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;  
1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;  
1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;  
1d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;  
2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;  
2i) to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;  
4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from others' points of view;  
4b) to be aware of the lives of people living in other places and times, and of people with different values and customs;  
4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

**Notes:**