

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 4 – AUTUMN 1



Learn from yesterday, seek today and aim for tomorrow

September 2024

History Driver: Romans

Key Enquiry: Who were the Romans and what did we learn from them?

History Driver

What I need the children to learn	Possible learning experiences
CHRONOLOGY (Stone age to 1066)	
<ul style="list-style-type: none"> • <i>To include:</i> • <i>Stone age to Iron age</i> • <i>Romans</i> • <i>Anglo-Saxons</i> • <i>Vikings</i> 	
<ul style="list-style-type: none"> • Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE). • Can I understand how Britain changed from the Iron Age to the end of the Roman occupation and place significant events and dates on a timeline? • Can I understand how the Roman occupation of Britain helped to influence and advance British society and the wider world e.g. with roads and other systems? • Can I learn about the local impact of Roman rule by studying Murton Park to see what Roman life and society was like at the time? • Do I know that there was resistance to the Roman occupation and about Boudica's significance? • Do I know about at least one famous Roman emperor and how his system of ruling compares with ours today? • Do I understand what life was like for men, women and children at these different times in their home settlements and daily life, including soldiers and those 'highly ranked' in warfare and society? <p>Key Skills Plot significant events, dates, people and changes to British, local and world history on a timeline using correct terminology e.g. Ancient Rome (753 BCE - 476 CE).</p> <p>Compare British life before and after the Roman occupation.</p> <p>Compare the life of a Roman soldier with the life of a Spartan soldier.</p>	<p>Discuss 'time periods' and how history is split up into them e.g. Ancient Rome and show correct terminology for dates and what they mean e.g. BCE (explain)</p> <p>Plot on timeline key events and dates from end of Iron Age to Roman era Roman diaries of soldiers compared with Spartans Murton Park visit – act out mock battle, see what life was like, dress up York visit Men, women and chn comparison in daily life with today What did the Romans do for us? Roads etc and compare Hadrian – Roman Emperor system of ruling and how this compares with Ancient Greek and today's rule Boudicca studies, DT and writing</p>

<p>Compare systems of ruling and power with those previously studied i.e. Ancient Greece and with today.</p> <p>Key Vocabulary Centuries, advancement, BC, BCE Before Common Era, AD, ACE, society</p> <p>Amphitheatre, aqueduct, Emperor, empire, conquest, invasion</p>	
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Geography

What I need the children to learn	Possible learning experiences
<p>Geographical skills and fieldwork</p> <p><i>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p>	
<ul style="list-style-type: none"> • Know how to plan a journey within the UK, using a road map • Identify different types of roads and possible routes within the UK • Can I identify the 6-figure grid references for the local area? • Can I name and apply the eight compass points and describe positions of cities and places in a country? 	<p><i>Investigate road building between main towns, then and now. Plot Roman and later towns on a map of UK.</i></p> <p>All roads lead to Rome explanation</p> <p>Make own maps using compasses</p> <p>Local area journeys</p>

Computing

What I need the children to learn	Possible learning experiences
<p>Computing systems and networks – The Internet</p>	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p>Computing</p> <ul style="list-style-type: none"> • <i>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</i> • <i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i> • <i>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</i> • <i>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable</i> 	<p>Please use the learning objectives from the Teach Computing website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p> <p>Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>

<i>behaviour; identify a range of ways to report concerns about content and contact.</i>	
<p>To describe how networks physically connect to other networks</p> <ul style="list-style-type: none"> • I can describe the internet as a network of networks • I can demonstrate how information is shared across the internet • I can discuss why a network needs protecting 	internet, network, router, security, switch, server, wireless access point (WAP), website, web page, web address, routing, web browser, World Wide Web, content, links, files, use, download, sharing, ownership, permission, information, accurate, honest, content, adverts
<p>To recognise how networked devices make up the internet</p> <ul style="list-style-type: none"> • I can describe networked devices and how they connect • I can explain that the internet is used to provide many services • I can recognise that the World Wide Web contains websites and web pages 	
<p>To outline how websites can be shared via the World Wide Web (WWW)</p> <ul style="list-style-type: none"> • I can explain the types of media that can be shared on the WWW • I can describe where websites are stored when uploaded to the WWW • I can describe how to access websites on the WWW 	
<p>To describe how content can be added and accessed on the World Wide Web (WWW)</p> <ul style="list-style-type: none"> • I can explain what media can be found on websites • I can recognise that I can add content to the WWW • I can explain that internet services can be used to create content online 	
<p>To recognise how the content of the WWW is created by people</p> <ul style="list-style-type: none"> • I can explain that websites and their content are created by people • I can suggest who owns the content on websites • I can explain that there are rules to protect content 	
<p>To evaluate the consequences of unreliable content</p> <ul style="list-style-type: none"> • I can explain that not everything on the World Wide Web is true • I can explain why some information I find online may not be honest, accurate, or legal • I can explain why I need to think carefully before I share or reshare content 	

Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
Unit 1 – Musical Structures	
Listening and Appraise Music (Musicianship)	
<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	
<i>Develop an understanding of the history of music.</i>	
<p>Hoedown</p> <ul style="list-style-type: none"> • Steady beat • Metre 4/4 • Rhythmic and melodic patterns 	

<ul style="list-style-type: none"> Recognising and/or reading simple notation and tonic sol-fa Tonal centre is C major The first three notes of the C major scale are used (C, D, E) Minims, dotted crotchets, crotchets, quavers Talk about the song together Explore its musical style through the style indicators of this music and its performers Embed a deeper understanding of the musical concepts related to the song Find an understanding and/or connection to the song or music 	
Singing and Voice	
<ul style="list-style-type: none"> <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i> 	
<p>Hoedown</p> <ul style="list-style-type: none"> Learn to sing the song as part of an ensemble/choir Follow a leader/conductor Understand the meaning of the song Demonstrate and maintain correct posture and breath control 	Video with QR qrcode monkey website
Notation	
<ul style="list-style-type: none"> <i>Use and understand staff and other musical notations</i> 	
<ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) Compose song accompaniments on untuned percussion using known rhythms and note values 	
Playing Instruments	
<ul style="list-style-type: none"> <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> To play and perform instrument part by ear from standard notation and as part of the song being learnt. <p>Recorder parts: Part 4: F, G Part 3: F, G, A, Bb, C Part 2: F, G, A, Bb Part 1: F, G, A, Bb, C</p>	Glockenspiels and bars as a whole class
Improvising	
<ul style="list-style-type: none"> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> Children will practise improvising using the notes: C C, D, E C, D, E, G, A 	
Composing	

<ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> • The children can create using their imagination. • G, A, B • G, A, B, D, E • G, A, B, C, D, E, F# • Create and explain a simple melody with a musical shape using two, three, four or five notes Identify melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note) • Keep a record of the composition to play it again • Structure musical ideas (eg using echo or question and answer phrases) to create music that has a beginning, middle and end. • Pupils should compose in response to different stimuli, eg stories, verse, images (paintings and photographs) and musical sources • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) • Compose song accompaniments on untuned percussion using known rhythms and note values 	<p>Use Charanga with pupil logins to experiment with the notation maker.</p>
<ul style="list-style-type: none"> • Performing 	
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>	
<ul style="list-style-type: none"> • Share a performance of the learning that has taken place in class 	<p>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</p>
<ul style="list-style-type: none"> • Vocabulary 	
<ul style="list-style-type: none"> • Keyboard • Electric guitar • Bass • Drums • Improvise • Compose • Melody • Pulse • Rhythm • Pitch • Tempo • Dynamics • Texture • Structure • Compose • Improvise • Hook • Riff • Solo • Pentatonic scale • Unison • Rhythm patterns 	

<ul style="list-style-type: none"> • Musical style • Rapping • Lyrics • Choreography • Digital/electronic sounds • Turntables • Synthesizers, by ear • Notation • Backing vocal • Piano • Organ • Acoustic guitar • Percussion • Birdsong • Civil rights • Racism • Equality 	
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Design Technology

What I need the children to learn	Possible learning experiences
Designing	
<i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i>	
<ul style="list-style-type: none"> • use ideas from other people when designing • produce a plan and explain it • persevere and adapt work when original ideas do not work • communicate ideas in a range of ways, including by sketches and drawings which are annotated 	Design Roman shields
Making	
<i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i>	Make a Roman Shield Add detail and relevant elements to a Roman shield
<ul style="list-style-type: none"> • know which tools to use for a particular task and show knowledge of handling the tool • know which material is likely to give the best outcome • measure accurately 	
Evaluating	
<i>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</i>	
<ul style="list-style-type: none"> • evaluate and suggest improvements for design 	Evaluate colour/ pattern. Did it achieve the desired look?

<ul style="list-style-type: none"> • evaluate products for both their purpose and appearance • explain how the original design has been improved • present a product in an interesting way 	
Technical Knowledge	
<p><i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p> <p><i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i></p> <p><i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i></p> <p><i>apply their understanding of computing to program, monitor and control their products.</i></p>	<p>Aqueducts How do they work – what was the purpose of them?</p>
<ul style="list-style-type: none"> • links scientific knowledge by using lights, switches or buzzers • use electrical systems to enhance the quality of the product • use IT, where appropriate, to add to the quality of the product 	<p><i>This will have to be done through PowerPoints, worksheets and teacher modelling due to children not able to use common electrical equipment, in order to minimize risk of infection.</i></p> <p><i>Discuss different types of electricity.</i> <i>Discuss components of a simple circuit.</i> <i>Predict whether some circuits are complete or incomplete.</i></p>

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> • sprint over a short distance and show stamina when running over a long distance • jump in different ways • throw in different ways and hit a target, when needed 	<i>Using small equipment with regular handwashing etc.</i>
Competitive Games	
<i>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</i>	
<ul style="list-style-type: none"> • throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game 	<i>This links in with Real PE Unit One</i>
Gymnastics	Real Gym x1 session – Personal Unit
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> • move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases 	Floor work as individuals Links to Real PE 1
Dance	

<i>perform dances using a range of movement patterns</i>																																											
<ul style="list-style-type: none"> take the lead when working with a partner or group use dance to communicate an idea 																																											
Outdoor and Adventurous Activity																																											
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>																																											
<ul style="list-style-type: none"> follow a map in a (more demanding) familiar context follow a route within a time limit 	<i>Use school grounds to create trails for a partner.</i>																																										
Evaluate																																											
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>																																											
<ul style="list-style-type: none"> provide support and advice to others in gymnastics and dance be prepared to listen to the ideas of others 	<i>Discuss own and each other's work, suggesting improvements in a positive way.</i>																																										
Real P.E.																																											
<p>Unit 1 Personal</p> <ul style="list-style-type: none"> I know where I am with my learning and I have begun to challenge myself. 	<p>Unit 1 Personal I know where I am with my learning and I have begun to challenge myself.</p> <p>Coordination Footwork I can move with balance and control throughout. I can move with fluent, smooth movements. I can move well in both directions/on both sides.</p> <p>Static Balance One Leg I can balance with minimum wobble (control). I can balance and move with smooth, controlled movements. I can balance with non-standing foot off the floor</p> <p>Aut 1</p>																																										
Nigel Carson Sessions																																											
	<table border="1"> <thead> <tr> <th>Age Group</th> <th>Block 2</th> <th>Block 3</th> <th>Block 4</th> <th>Block 5</th> <th>Block 6</th> </tr> </thead> <tbody> <tr> <td>Monday Year 1</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Monday Year 2</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Tuesday Year 3</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Wednesday Year 4</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Thursday Year 5</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Friday Year 6</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> </tbody> </table>	Age Group	Block 2	Block 3	Block 4	Block 5	Block 6	Monday Year 1	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Monday Year 2	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Tuesday Year 3	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Wednesday Year 4	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Thursday Year 5	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Friday Year 6	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics
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PSHE

What I need the children to learn	Possible learning experiences
Being Me In My World	Resource links from: Jigsaw
<p>Knowledge</p> <ul style="list-style-type: none"> Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know their place in the school community Know what democracy is (applied to pupil voice in school) Know that their own actions affect themselves and others Know how groups work together to reach a consensus 	<p>In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings. They</p>

<ul style="list-style-type: none"> • Know that having a voice and democracy benefits the school community <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions <p>Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>	<p>refresh their Jigsaw Charter and set up their PSHE Book.</p> <ul style="list-style-type: none"> • Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour <p><u>Key Vocabulary:</u> Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)</p>
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<https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/j0jfera1/05-ages-8-9-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

Religious Education

For this unit there is 10-11 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">L2.8</p> <p>What does it mean to be a Hindu in Briton Today?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). • Ask good questions about what Hindus do to show their faith (B1). <p>Expected:</p> <ul style="list-style-type: none"> • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). 	<ul style="list-style-type: none"> • Find out about how Hindus show their faith within their families. • Learn that ‘Hinduism’ is incredibly diverse as a whole way of life rather than a set of beliefs. • Find out about the objects involved in puja at home and at the mandir; murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; • Learn about an important sacred text; the Bhagavad Gita • Learn about Hindu religious ritual; the OM, blessing food, the aarti ceremony, singing hymns (bhajans). • Explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means;

<ul style="list-style-type: none"> • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). • Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1). 	<p>kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation.</p> <ul style="list-style-type: none"> • Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why ‘snakes and ladders’ links with Hindu ideas of karma. • Explore what Hindus do to show their tradition within their faith • Find out about the deities and how they help Hindus achieve moral aims • Find out about moral aims for others and moral aims for self; karma and dharma • See what Hindu moral teachings in action look like. Mahatma Gandhi, Pandurang Shastri Athavale.
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Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Listening</p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language</i></p>	<p>Language Angels</p> <p>Autumn 1 – Presenting Myself Teaching Type: Intermediate Unit Objective: To say your name, age, how you are feeling and where you live in French. By the end of this unit, we will be able to:</p> <ul style="list-style-type: none"> • Count to 20. • Ask somebody how they are feeling, their age, name and where they live. • Say how we are feeling, how old we are, what our name is and where we live. • Apply rules of adjectival agreement when saying our nationality.
<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. 	
<p style="text-align: center;">Speaking</p> <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Present ideas and information orally to a range of audiences. Describe people, places, things and actions orally and in writing</i></p>	
<ul style="list-style-type: none"> • 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. 	
<p style="text-align: center;">Reading/ Writing</p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show</i></p>	

<p><i>understanding of words, phrases and simple writing</i> <i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <i>Describe people, places, things and actions in writing</i></p>	
<ul style="list-style-type: none"> • Read aloud short pieces of text applying knowledge learnt. 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 – my name/ where I live/ my age. 	
Grammar	
<p><i>Understand basic grammar appropriate to the language being studied</i></p>	
<ul style="list-style-type: none"> • Better understand the concept of gender and which articles to use for meaning ('the', 'a' or 'some'). Introduce simple adjectival agreement (adjectival agreement when describing nationality) the negative form and possessive adjectives ('In my pencil case I have' or 'In my pencil case I do not have'). 	

Cayton Creation

No visit due to Coronavirus.

Use 3D virtual tours on You Tube of some Roman sites to discuss.
[youtube.com/watch?v=btKooS7k3nw](https://www.youtube.com/watch?v=btKooS7k3nw)

BBC Hands On History – Roman Britain
Google Earth – Hadrian's Wall and Vindolanda

Cayton Conclusion

I would have normally had a "Roman toga day" with costumes , food and games, but due to Covid restrictions, this will not be possible. Plan B is:
Watch animated film "Gladiators of Rome" 2014

English

What I need the children to learn	Possible learning experiences
Whole Class Reading	
<p>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p>	

<p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p>	
<p>Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill? Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*?</p> <p>Can I read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and those occurring in the word? At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>Can I identify the main ideas drawn from more than one paragraph and summarise? Can I discuss and compare texts from a wide variety of genres and writers? Can I read for a range of purposes? Can I identify themes and conventions in a wide range of books? Can I refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)? Can I identify how language, structure and presentation contribute to meaning?</p> <p>Can I identify main ideas drawn from more than one paragraph and summarise these?</p> <p>Can I discuss vocabulary used to capture readers' interest and imagination? Can I draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text?</p> <p>Can I justify predictions from details stated and implied? Can I recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)?</p> <p>Can I prepare and perform poems and play scripts with appropriate techniques (into nation, tone, volume and action) to show awareness of the audience when reading aloud? Can I use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information? Can I use dictionaries to check the meaning of words that I have read?</p>	<p>VIPERS</p> <p>Reading Spine- Archaic-Charlotte's Web by E.B. White</p>
Text and Composition	
<p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>	
<p>Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?</p> <p>Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?</p> <p>Can I proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion?</p> <p>Can I write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)?</p> <p>Can I write a range of narratives that are well- structured and well-paced.?</p> <p>Can I create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere? Can I begin to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear?</p>	<p>Autumn 1 Who were the Romans and what did we learn from them? Purpose: Non-chronological report on Roman soldiers (or other link to history) Audience: Children</p> <p>Reading Spine/Class Novel- Charlotte's Web by E.B. White Purpose:Diary based on Charlotte's Web or Wonder Audience: Children</p>
Grammar	

<p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>	
<p>Can I always maintain an accurate tense throughout a piece of writing?</p> <p>Can I always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'?</p> <p>Can I use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences?</p> <p>Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit?</p> <p>Can I consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it? Can I use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas?</p> <p>Can I consistently use apostrophes for singular and plural possession?</p> <p>Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?</p>	
Spellings and Handwriting	
<p>Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.</p>	
<p>Can I spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television)?</p> <p>Can I spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission)?</p> <p>Can I spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion)?</p> <p>Can I spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs'?</p> <p>e.g. musician, electrician, magician, politician, mathematician)?</p> <p>Can I spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)?</p> <p>Can I spell all of the Y3 and Y4 statutory spelling words correctly? Can I correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense)?</p> <p>Can I form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration)?</p> <p>Can I spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous)? Can I spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's)?</p> <p>Can I use my spelling knowledge to use a dictionary more efficiently?</p> <p>Can I increase the legibility, consistency and quality of my handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch? Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?</p>	

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Mathematics

What I need the children to learn	Possible learning experiences
<ul style="list-style-type: none"> ▶ Roman Numerals to 100 ▶ Round to the nearest 10 ▶ Round to the nearest 100 ▶ Count in 1,000s ▶ 1,000s, 100s, 10s and 1s ▶ Partitioning ▶ Number line to 10,000 ▶ 1,000 more or less ▶ Compare numbers ▶ Order numbers ▶ Round to the nearest 1,000 ▶ Count in 25s ▶ Negative numbers 	<p><i>Link with Romans topic.</i></p> <p><i>Arrow cards</i></p> <p><i>NRich problem-solving.</i></p> <p><i>Relate to and use thermometers</i></p>
<ul style="list-style-type: none"> ▶ Add and subtract 1s, 10s, 100s and 1,000s ▶ Add two 4-digit numbers - no exchange ▶ Add two 4-digit numbers - one exchange ▶ Add two 4-digit numbers - more than one exchange ▶ Subtract two 4-digit numbers - no exchange ▶ Subtract two 4-digit numbers - one exchange ▶ Subtract two 4-digit numbers - more than one exchange ▶ Efficient subtraction ▶ Estimate answers ▶ Checking strategies 	

