

Curriculum Long Term Overview Map
 Summer Term 2016
 Year Group - 4

Overall Theme: Ancient Romans

(Each of the aspects below will have a comprehensive medium term plan)

SUBJECT	SUMMARY THEME	PROGRAMME OF STUDY
English	<p>Author Study/Link:</p> <p><u>Summer 1</u></p> <p>Non-chronological reports</p> <p>Roman Myths and Legends</p> <p>Explanation</p> <p><u>Summer 2</u></p>	<p>Genre Coverage: Non-chronological reports (on an aspect of Romans), Roman myths and legends, Explanation, Poetry in different forms and Playscripts.</p> <p>In this term, pupils in Year 4 will revise, consolidate and develop skills learned in previous years. In addition, they will be encouraged to develop pleasure in reading and encouraged to extend their knowledge and understanding of new vocabulary.</p> <p>Children will listen to, read, discuss and analyse a range of fiction and non-fiction in different forms e.g.non-fiction books on Roman history, Roman myths and legends, explanations, different forms of poetry(e.g. cinquain, haiku, kennings and limericks) and playscripts. They will respond in a variety of ways.</p> <p>In their reading, children will be encouraged to use punctuation to determine intonation and expression when reading aloud to a range of audiences. They will retell a range of stories including Roman myths and identify and discuss the themes. From poems and stories, they will identify and collect effective words and phrases e.g. metaphors, similes.</p> <p>Children will learn a range of poems by heart and rehearse for performance .</p> <p>They will be taught to retrieve and record information from a range of non-fiction texts.</p>

	<p>Poetry in different forms</p> <p>Playscripts</p>	<p><u>Writing (including grammar, punctuation and spelling)</u></p> <p>In writing, as in reading, children will revise, consolidate and develop skills learned in previous years. In addition, they will use their reading and analysis of narrative and non-fiction to discuss, plan and record their own ideas, developing their understanding of organising their writing into paragraphs. They will use a range of punctuation in their writing, including punctuation to indicate direct speech and commas to indicate grammatical boundaries within sentences. Children will also revise and consolidate the use of an apostrophe to show singular and plural possession.</p> <p>Children will learn to create complex sentences with adverb starters and fronted adverbials for when, (when the clock struck twelve) and where, (in the distance). They will learn to identify the main and subordinate clause.</p> <p>Children will continue to learn about different groups of words and their functions (nouns, noun phrases, verbs, adjectives, adverbs and pronouns) and know what the article is in a sentence. They will learn to identify the tense of a sentence, rewrite sentences in past, present and future tenses and investigate how different tenses are formed.</p> <p>Children will be encouraged to plan their writing by discussing and recording ideas for planning e.g. story mountain, story map, boxing-up text etc.</p> <p>In writing activities, children will be encouraged to spell words as accurately as possible using their knowledge of phonics, spelling rules and dictionaries to check spellings. They will build on work done in Y2 and Y3 on prefixes, suffixes and homophones.</p> <p>Highlighted above are the speaking and listening opportunities.</p>
Mathematics	Summer 1	<p>During this half term pupils will revise, develop and consolidate skills learned in previous years and learn:</p>

Mathematics	Place value, counting, including negative numbers, sequencing measures	<ul style="list-style-type: none"> - To count in multiples of 6, 7, 8, 25 and 100. - To learn about an alternative number system (Roman numerals link to topic work) and relate this back to our Base 10 system, (appreciating the efficiency of place value and the concept of zero). - To count backwards through zero to include negative numbers. - To count up and down in tenths and hundredths - To describe and extend number sequences involving counting on or back in different steps.
	Addition of measures. Perimeter and work on scales	<ul style="list-style-type: none"> - To be able to set out an efficient method of written addition for whole and part numbers. - To measure and calculate the perimeter of rectangles in centimetres and metres. - To be able to read scales and solve real life problems involving the addition of masses (grams, kilograms) and volume (millilitres and litres).
	Subtraction of measures.	<ul style="list-style-type: none"> - To be able to set out an efficient method of written subtraction for whole and part numbers. - To be able to read scales and solve real life problems involving the subtraction of masses (grams, kilograms), volume (millilitres and litres) and time.
	Multiplication and time.	<ul style="list-style-type: none"> - To be able to set out an efficient method of written multiplication of HTU \times U. - To recall multiplication and division facts for the 12 times table. - To describe and extend number sequences involving counting on or back in different steps, including multiplication and division steps. - To read, write and convert time between analogue and digital 12 and 24-hour clocks. - To solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days.
	Division and fractions	<ul style="list-style-type: none"> - To continue to understand division as sharing and grouping . - To understand that a fraction is one whole number divided by another (ex. $\frac{3}{4}$ is the same as $3 \div 4$) and solve problems involving, finding fractions of shapes and of quantities. - To add fractions which have the same denominator.

	<p>Decimals in the context of measures.</p> <p>Shape</p> <p>Summer 2 Place Value</p> <p>Addition and subtraction</p>	<ul style="list-style-type: none"> - To divide numbers up to 3 digits by a one digit number using the formal written method of short division, and to decide if a remainder should be rounded up or down, depending upon the problem set. - To identify the value of each digit to 2 decimal places. - To recognise and write decimal equivalents for $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$. - To find the effect of dividing a one to two-digit number by 10 and 100, identifying the value of the digits in the answer as one, tenths and hundredths. - To convert between different units of measures. - To round decimals with one decimal place to the nearest whole number. - To order and compare numbers with the same number of decimal places up to 2 decimal places. - To complete a simple symmetrical figure with respect to a specific line of symmetry. - To describe movements between positions as translations of a given unit to the left/right and up/down. - To describe positions on a 2-D grid as coordinates in the first quadrant. - To plot specified points and draw sides to complete a given polygon. - To find the area of rectangles by counting squares. - Recognise the place value of each digit in a four-digit number. - Order and compare numbers beyond 1000. - Round any number to the nearest 10, 100 or 1000. - Solve number problems that involve all of the above with increasingly large positive numbers. - Add and subtract numbers with up to 4 digits and decimals with one decimal place using efficient written methods.
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	<p>Multiplication and division</p> <p>Fractions and decimals</p> <p>Shape</p> <p>Assess / review</p>	<ul style="list-style-type: none"> - Estimate and use inverse operations to find missing numbers and to check answers to a calculation. - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. <ul style="list-style-type: none"> - Use knowledge of 12x12 multiplication tables to multiply and divide mentally. - Multiply together three numbers. - Recognise and use factor pairs and commutativity (numbers can be multiplied in any order and the answer remains the same) in mental calculations. - Multiply two-digit and three-digit numbers by a one-digit number using a formal written method. - Solve problems involving multiplication and division with remainders. <ul style="list-style-type: none"> - To set out appropriate calculations to solve measure word problems involving fractions and decimals. <ul style="list-style-type: none"> - Use a variety of sorting diagrams to compare and classify numbers and shapes, including quadrilaterals and triangles, based on their properties and sizes. - Continue to identify horizontal, vertical, perpendicular and parallel lines. - Identify acute and obtuse angles and compare and order angles up to two right angles by size. - Identify lines of symmetry in 2-D shapes presented in different orientations. - Complete a simple symmetrical figure with respect to a specific line of symmetry. <ul style="list-style-type: none"> - Final year assessment
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Geography	<p>Where in the world is Rome?</p> <p>Where did the Romans invade?</p> <p>An environmental issue - noise pollution</p>	<p>Geographical Skills and Fieldwork</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate Rome and the countries that the Romans invaded</p> <p>They will use the 8 points of a compass to build their knowledge of the United Kingdom and the wider world</p> <p>Children will understand what pollution is and the different types of pollution. They will use fieldwork to observe, measure, record and present the effects of noise pollution within the school and grounds using a range of methods including plans and graphs, and digital technologies.</p>
Art	<p>Summer 1 and 2</p>	<p>During this Art topic the pupils will be taught to:</p> <p>Use early textile and sewing skills as part of a Roman puppet project:</p> <ul style="list-style-type: none"> - make carefully observed annotated drawings of different kinds of puppets from different angles and identify the important features to be included in the puppet design -Draw and annotate a design for the puppet, including resources needed and stages of construction - In discrete skill sessions, learn to sew more than one kind of stitch (e.g. blanket or back stitch for hems, borders and adding or attaching details with running stitch for “tacking”) and know when to apply them appropriately - Join two pieces of fabric together, creating a hemmed border for -Add detail to a piece of work: <ul style="list-style-type: none"> a) Adding buttons or gems b) Adding fabric pieces c) Stitch directly onto the background for an effect -Collaborate on how best to display and use the puppets

D and T	Focus - Skills	<p>In this term children will learn to:</p> <ul style="list-style-type: none"> • Develop vocabulary for tools materials and their properties. • Understand seam allowance. • Join fabrics using running stitch, over sewing, blanket stitch. • Explore suitable materials and fabrics in order to create a Roman puppet. • Explore fastenings (inventors?) and recreate some. • Sew on buttons and make loops.
PE	Summer	<p>Striking and Fielding Games: (Exploring two different game types.)</p> <ul style="list-style-type: none"> • Use a range of skills, Eg: throwing, striking, intercepting and stopping a ball, with some control and accuracy. • Choose and vary skills and tactics to suit the situation in a game. • Carry out tactics successfully. • Set up small games. • To know rules and use them fairly to keep games going. • Explain what they need to do to get ready to play games. • Carry out warm ups with care and awareness of what is happening to their bodies. • Describe what they and others do that is successful.

	<p>OAA</p> <p>Orienteering, team building and trails</p> <p>Athletics -</p>	<ul style="list-style-type: none"> • To identify where they are by using simple plans and diagrams of familiar environments. • To use simple plans and diagrams to help them follow a short trail and go from one place to another. • To respond to change or problem they are set. • To begin to work and behave safely. • To work with increasing cooperation, discussing how to follow trails and solve problems. • To recognise that different tasks make their bodies work in different ways. • To comment on how they went about tackling tasks. <p>To run at fast, medium and slow speeds, changing speed and direction.</p> <p>To link running and jumping activities with some fluency, control and consistency.</p> <p>To make up and repeat a short sequence of linked jumps.</p> <p>To take part in a relay activity, remembering when to run and what to do.</p> <p>To throw a variety of objects, changing their action for accuracy and distance.</p> <p>To recognise when their heart rate, temperature and breathing rate have changed.</p>
<p>RE</p>	<p>Summer 1</p> <p>Are all churches the same? Exploring cultural diversity.</p> <p>Summer 2</p> <p>What is prayer?</p>	<p>The aim of this unit is to:</p> <ul style="list-style-type: none"> • Are all churches the same? Exploring cultural diversity. • Discussing Jesus' words to Peter, 'You are the rock on which I will build my Church.' • Looking at pictures of Churches from around the world. • Exploring cultural diversity by visiting and exploring the Parish Church and at least one other from a different denomination e.g. Methodist, Baptist or Roman Catholic. • Finding out what happens in a Church and Church community life. <p>Exploring in more depth the symbolism in the Church (colours, artefacts...).</p> <ul style="list-style-type: none"> • Discussion about prayer - what does prayer mean to the children? • Traditional prayers and collects. • Bible passages recording when Jesus prayed.

		<ul style="list-style-type: none"> • Creating and writing prayers. • Prayer from other religions. • Talking with Christians about prayer.
Music	First Access music tuition - Voice	<p>During this term, pupils will develop their vocal ability. Under the tuition of a specialist music teacher employed by Blackburn with Darwen Music Service, they will learn together and perform regularly as a class, broadening their musical interest. Towards the end of the term they will celebrate their musical achievements by performing a concert to an audience (parents and other children).</p> <p>The focus of music this year is World music.</p>
PHSE	<p>Summer</p> <p>Bullying (Focus on Cyber safety)</p> <p>Environmental awareness</p>	<p>During this PSHEE unit the pupils will be taught:</p> <ul style="list-style-type: none"> • To listen to others. • To explore how the differences between people can lead to mistrust. • To understand how it feels to be victimised. • To learn ways that conflicts can be resolved and people can live together in harmony. <p>To learn that we are stewards of God's creation. To look at the effects of global warming on both animal and plant life. To look at ways children can improve their immediate environment - including different types of pollution.</p>
Computing	Summer Data handling	<p>During this unit pupils will learn:</p> <ul style="list-style-type: none"> • To create a database and represent findings as appropriate. To answer and devise relevant questions, both from their own database and pre existing ones. • Plan and create their own database devising their own fields (e.g. hair colour). • Use a filter tool to decipher information into appropriate categories.

	Computer Networks.	<ul style="list-style-type: none"> • Begin to understand how to translate questions into queries to interpret data E.g. find the most common, least common, <p>During this unit pupils will learn:</p> <ul style="list-style-type: none"> • To understand the distinction between the WWW and the Internet. • To carry out a synonym search. • To carry out a dictionary definition search. • The World Wide Web's Communication services - Make the distinction between the WWW being software and the Internet being hardware. Build on Y3 work (multiple services) Identify the range of communication available on the WWW. <i>Take opportunities to promote E Safety.</i> • Google synonym search - Using a tilde (~) before a search to return synonym results. <p>Google dictionary definition - Dictionary definitions (Define) before the word.</p>
MFL French	Summer Term	<p>During the Summer Term, the children will have the opportunity to revisit, consolidate and build on what they have learnt in both the Autumn and Spring terms. They will also:</p> <ul style="list-style-type: none"> • Follow short familiar texts, listening and reading at the same time • Speak with increasing confidence when engaging in simple conversations • Begin to recognise questions, negatives and politeness conventions • Read some familiar words and phrases aloud and pronounce them accurately • Continue to build on their knowledge of French grammar and compare with English. E.g an awareness of adjectival agreements and how verbs agree with their subject • Begin to apply their phonic knowledge of French in order to decode unfamiliar texts • Use a bilingual dictionary to look words up and find meaning • Experiment with the writing of simple sentences using a model and begin to write some words and phrases from

		<p>memory</p> <ul style="list-style-type: none">• Learn about the cultures of different countries where French is spoken, other than France
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