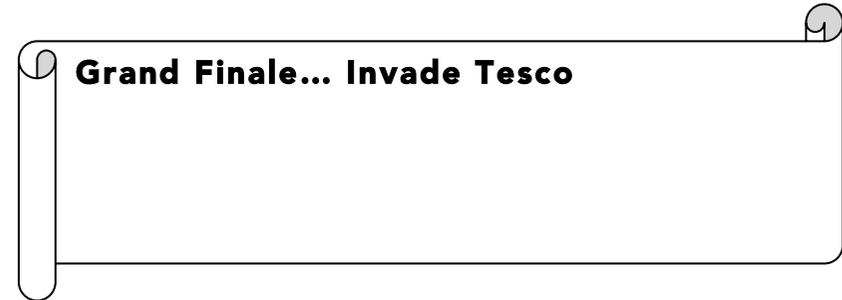




***At Churchwood Everyone Can***

Year: 4	Term: 4
Topic Name: Shields Up!	
Subject / Topic Focus: History - Romans	



## Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	Movement, Forces and Magnets	<p><b><u>To work scientifically:</u></b> Ask relevant questions.</p> <ul style="list-style-type: none"><li>• Set up simple, practical enquiries and comparative and fair tests.</li><li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li><li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li><li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li><li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li><li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li><li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li><li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li></ul> <p><b><u>Movement, Forces and Magnets</u></b> Compare how things move on different surfaces.</p> <ul style="list-style-type: none"><li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li><li>• Observe how magnets attract or repel each other and attract some materials and</li></ul>

		<p>not others.</p> <ul style="list-style-type: none"> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>• Describe magnets as having two poles.</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Rule of law</b> <b>Individual liberty</b></p>
<b>History</b>	<b>Romans</b>	<p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><u>To build an overview of world history</u></p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient times</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><u>To understand chronology</u></p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <ul style="list-style-type: none"> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use dates and terms to describe events.</li> </ul> <p><u>To communicate historically</u></p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul> <p><b>Democracy</b>  <b>Rule of law</b>  <b>Individual liberty</b>  <b>Mutual respect</b>  <b>Tolerance</b></p>
<b>Computing</b>	<b>Espresso</b>	<p><b>Espresso coding Year 4A+ safer Internet Day E-Safety Week</b></p> <p><b>Rule of law</b>  <b>Individual liberty</b></p>
<b>Art and Design</b>	<b>Tiles</b>	<p><b><u>Develop Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>

### **Master Techniques (Sculpture):**

#### **Paint;**

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour.

#### **Print;**

- Use layers of two or more colours.
- Replicate patterns observed in natural or built environments.
- Make printing blocks (e.g. from coiled string glued to a block).
- Make precise repeating patterns.

#### **Textiles;**

- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Colour fabric.
- Create weavings.
- Quilt, pad and gather fabric.

#### **Inspiration from the greats:**

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.

#### **Mutual respect**

<b>Music</b>	<b>Charanga</b>	<b>Charanga Mutual respect</b>
<b>P.E</b>	<b>PE Syllabus</b>	<b>Dance Mutual respect</b>
<b>R.E</b>	<b>ESCC Agreed Syllabus</b>	<b>Lent- What is Lent? What does it mean to be tempted? Tolerance</b>
<b>PSHE</b>	<b>PSHEe Syllabus</b>	<b>Democracy Rule of law Individual liberty Mutual respect Tolerance</b>
<b>MFL</b>	<b>Mandarin Club French Club</b>	<b>Mutual respect</b>
<b>British Values</b>	<b>Democracy Rule of law Individual liberty Mutual</b>	<b>Integrated with foundation subjects</b>

	<b>respect Tolerance</b>	
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<b>Vocabulary, Punctuation and Grammar focus:</b>	<b>Verb inflections, noun phrases</b>
<b>Spelling Focus</b>	<b>Progression in spelling follows the Spelling Bank materials and the Support for Spelling to show weekly progression.</b>
<b>Linked Extended Writing:</b>	<b>Roman adventures, letter writing,</b>
<b>Cross curricular Maths opportunities:</b>	<b>Roman adventures, letter writing, Bar charts, time line, measure</b>
<b>Early Morning Maths Focus:</b>	<b>Multiplication</b>
<b>Target Writing:</b>	<b>Progression will be determined after assessment. Context: Adventure writing / Letters</b>