



Batheaston Church School – Yearly Overview Year 4 Term 1

Swords and Sandals (The Romans)

"That they may have life, life in all its fullness"

Subjects	Week 1 WC 31.08.26.	Week 2 WC 7.09.26.	Week 3 WC 14.09.26.	Week 4 WC 21.09.26.	Week 5 WC 28.09.26.	Week 6 WC 5.10.26.	Week 7 WC 12.10.26.	Week 8 WC 19.10.26.
Maths	Fun maths Roman numerals to 12 and beyond. Maths mosaic	Place Value	Place Value	Place Value	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Multiplication and Division
	TTRS: Gig	Times tables x5	Times tables x5	Times tables x2	Times tables x3	Times tables x4	Times tables x4	Times tables x8
Reading		Strict poem by Micheal Rosen Little Wandle Fluency Assessments	Escape to Pompei	Escape to Pompei	Escape to Pompei Roman Herald Newspaper for Writing unit?	Roman Herald Newspaper	Roman Herald Newspaper	Roman Herald Newspaper Little Wandle Fluency Assessments
Writing :		Year 3 EXP expectations non-negotiables	Year 3 EXP expectations non- negotiables	Newspaper report – Unit 1 (Fairy Tales link)	Newspaper report – Unit 1 (Fairy Tales link)	Newspaper report – Unit 1 (Fairy Tales link)	Finding Tale – Unit 2	Finding Tale – Unit 2
Spelling focus		Base Ject (Y3) Pre – Inter -	Base struct (Y3) e.g. Destruction	Prefixes (Y3) Dis- Dif- Di -	Prefix (Y3) Mis-	Prefixes (Y3) In- Im- Il- Ir-	Prefix (y3) Ure -	Persuasive advert (Y3) Morpheme assessment



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Science Animals including humans Food chains. WS: Working Scientifically		Identify the different types of teeth and describe their functions. White Rose Step 2: Human teeth	Investigate how teeth help us eat and digest food. White Rose steps 2 & 1: Teeth: carnivores, herbivores and omnivores Human teeth	Describe the main parts of the human digestive system. White Rose step 5: The digestive system	Explain the journey of food through the digestive system. White Rose step 6: The digestive system model	Identify producers, predators and prey in food chains. White Rose step 1: What is a food chain?	LO: Construct and interpret simple food chains. Explain how living things depend on each other within a food chain. I can construct and interpret basic food chains identifying producers, predators and prey. White Rose Steps 2 & 3: Interpret food chains and draw food chains.	
History Roman Britain	What do you know about the Romans? Maths link: Roman numerals clock (To 12 -	Part 1 Where did the Roman Empire come from? What do they already know? Part 2	How did the Roman army help to expand the empire? <u>roman army tactics ks2 - Google Search</u> <u>how roman army worked - Google Search</u>	What was Britain like before the Romans invaded? NC end point: I can compare and analyse the factors that	How did Britain become part of the Roman Empire? NC end point: I can talk about the impact of change on past societies, eg: migration on	How did Britain become part of the Roman Empire? NC end point: I can talk about the impact of change on past societies, eg: migration on economic grounds,	Assessment	



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	Introduction) Where did the Roman Empire come from? NC end point: I can use historical terms effectively to describe periods within history. (Empire)	Where did the Roman Empire come from? Events on a timeline NC end point: I can place civilisations and events on a timeline showing an understanding of the terms BC and AD. NC end point: I can use historical terms effectively to describe periods within history. (Empire)	NC end point: I can identify features and characteristics of past societies. NC end point: I can use historical terms effectively to describe periods within history. (Empire)	caused change in the past.	economic grounds, displacement due to war or famine. NC end point: I can use a range of sources of information to find out about a significant historical people from a key historical period.	displacement due to war or famine.		
Geography		Look at where the Roman Empire is.			Design a Roman Settlement Trail LO: To understand how	How did the Romans change the landscape?	Mapping The Roman Empire LO: To use maps and atlases to	



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		NC end point: I can use maps, atlases, globes and digital/computer mapping to describe features studied. (Growth of the Empire.)			Roman roads connected settlements and helped communities grow.	LO: To identify how humans can change the physical environment.	identify countries and features linked to the Roman Empire.	
Art	LO: Create a Roman-style mosaic using shape and pattern.		Art & History PPA cover How did the Roman army help to expand the empire? Design a Roman shield and create the tortoise army formation. roman army tactics ks2 - Google Search how roman army worked - Google Search	LO: Create a Roman-style mosaic using shape and pattern.	<u>Focus: Exploring Pattern</u> LO: Explore patterns that were used in Roman pots.	LO: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials: clay.	Roman Pot <u>Focus: Design</u> Study, research and design a Roman pot, showing an event you have witnessed. I.e., Sports day <u>Focus: Clay</u> LO: Design and paint on clay	
DT								



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Music Mamma Mia theme. Roman link: Primary Music KS2: Romans - 1. Signals! - BBC Teach	1 - Listen and appraise. Learn the song. (Use Hitster game to create a music timeline including ABBA era) NC end point: I can discuss the chronology of music. (Start of every unit.)	2- Listen and appraise. Play an instrumental part for the song. Perform the song. NC End Point: I can listen with attention to detail and recall sounds with increasing aural memory.	3- Improvise NC End Point: I can listen with attention to detail and recall sounds with increasing aural memory.	3- Improvise NC End Point: I can listen with attention to detail and recall sounds with increasing aural memory.	4- Composition NC End Point: I can begin to compose short pieces of music.	4- Composition NC End Point: I can begin to compose short pieces of music.	5- Prepare for end of unit performance. NC End Point: I can play and perform playing musical instruments with increasing accuracy, fluency, control.	6- Prepare for end of unit performance. NC End Point: I can play and perform playing musical instruments with increasing accuracy, fluency, control.
ABBA songs:	Dancing Queen - The Winner Takes It All - Waterloo - Super Trouper - Thank You For The Music							
RE		Is it possible for everyone to be happy? NC End Point:	Is it possible for everyone to be happy? NC End Point:	Is it possible for everyone to be happy? NC End Point:		Is it possible for everyone to be happy? NC End Point:	Is it possible for everyone to be happy? NC End Point:	Is it possible for everyone to be happy? NC End Point:



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		I can start to show an understanding of why people think it is difficult to be happy all the time.	I can start to show an understanding of why people think it is difficult to be happy all the time.	I can start to show an understanding of why people think it is difficult to be happy all the time.		I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.	I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.	I can begin to show an understanding of what being happy means to Buddhists. Assessment
PSHE Being Me in My World Outcome: Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter.	Becoming a Class 'Team' I know my attitudes and actions make a difference to the class team. I know how good it feels to be included in a group and understand how it feels	Being a School Citizen I understand who is in my school community, the roles they play and how I fit. I can take on a role in a group and contribute to the overall outcome.	Rights, Responsibilities and Democracy I understand how democracy works through the school council. I can recognise my contribution to making a Learning Charter for the whole school.	Rewards and Consequences I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I understand how rewards and consequences motivate	Our Learning Charter I understand how groups come together to make decisions. I can take on a role in a group and contribute to the overall outcome.	Owning our Learning Charter I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a Learning Charter and can help others to follow it.		



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	to be excluded I try to make people feel welcome and valued.			people's behaviour.				
Computing E-Safety at the beginning of the term.		Roman based activities (Mosaics) <u>Learning Playground - Make a Mosaic</u> Practise logging in and create a mosaic on a Chromebook.	E-Safety LO: To understand how to stay safe when using the internet.	Connecting Networks LO: To describe how networks physically connect to other networks	What is the internet made of? LO Describe the parts of a network and how they connect to each other to form the internet.	Sharing information LO: Explore what can be shared on the World Wide Web and where websites are stored.	What is a website? To describe how content can be added and accessed on the World Wide Web (WWW)	Who owns the web? LO: Recognise how the content of the WWW is created by people
Apps for the term:	Chrome Music lab							



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PE Each term: NC end point: I can evaluate the performance of others.	Expectations and Team building activities.	Tag rugby unit 1 Cricket unit 1 NC end point: I can play competitive games, modified where appropriate [rugby, cricket, handball, tennis, rounders and football]	Tag rugby unit 1 NC end point: I know some basic principles suitable for attacking and defending Cricket unit 1 NC end point: I can play competitive games, modified where appropriate [rugby, cricket, handball, tennis, rounders and football]	Tag rugby unit 1 NC end point: I know some basic principles suitable for attacking and defending Cricket unit 1 NC end point: I can play competitive games, modified where appropriate [rugby, cricket, handball, tennis, rounders and football]	Tag rugby unit 1 NC end point: I know some basic principles suitable for attacking and defending Cricket unit 1 NC end point: I can play competitive games, modified where appropriate [rugby, cricket, handball, tennis, rounders and football]	Tag rugby unit 1 NC end point: I know some basic principles suitable for attacking and defending Cricket unit 1 NC end point: I can play competitive games, modified where appropriate [rugby, cricket, handball, tennis, rounders and football]	Tag rugby unit 1 NC end point: I know some basic principles suitable for attacking and defending Cricket unit 1 NC end point: I can play competitive games, modified where appropriate [rugby, cricket, handball, tennis, rounders and football]	Tag rugby unit 1 NC end point: I know some basic principles suitable for attacking and defending Cricket unit 1 NC end point: I can play competitive games, modified where appropriate [rugby, cricket, handball, tennis, rounders and football]
MFL Language Angels		LO: Learn 4 different sounds. Ch Ou Oi On	LO: Learn 4 different sounds. I In Ique Ille	LO: Learn 4 different sounds. Eau eux é è e	LO: Learn 5 different sounds. qu gne ç en an	LO: To learn about France and the Francophone world and the key French vocabulary.	LO: To learn how to say basic greetings and how to ask somebody how they are feeling as well as responses to the question in French.	Language Angels assessment