



Batheaston Church School – Yearly Overview Year 4 Term 2

Swords and Sandals (The Romans)

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

Subjects	Week 1 WC 2.11.26.	Week 2 WC 9.11.26.	Week 3 WC 16.11.26.	Week 4 WC 23.11.26.	Week 5 WC 30.11.26.	Week 6 WC 7.12.26.	Week 7 WC 14.12.26.
Maths	Multiplication and Division	Geometry	Fractions	Fractions	Time	4 rules through Statistics	4 rules through Statistics
Times tables	Times tables x8	Times tables x6	Times tables x9	Times tables x 11	Times tables x12	Times tables x12	Times tables x7
Reading	The Twits by Roald Dahl Charlie and the Chocolate factory by Roald Dahl	Toad Rage by Maurice Gleitzman The Last Castaways by Harry Horse	The hedgehog by Dick King Smith Worst Witch by Jill Murphy Charlotte's web by EB White	The amazing advent calendar	The amazing advent calendar	Christmas play playscript	Christmas play playscript



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	Sheep-Pig by Dick King Smith	Fairy Tales by Terry Jones					
Writing	<u>Independent Application/Invent</u> Using their knowledge of the Pompeii eruption children write a newspaper report.	Discussion – Unit 3 Roman invasion	Discussion – Unit 3 Roman invasion	Discussion – Unit 3 Roman invasion	Persuasive Advert: - Unit 4 Roman Baths	Persuasive Advert: - Unit 4 Roman Baths	Persuasive Advert: - Unit 4 Roman Baths <u>Poetry</u> Tanka
Spelling focus	Prefixes (Y3) Ex- E-	Prefixes (Y3) Anti- Ant-	Stem – Multi (Y3)	Bases Vent and Vene	Vowels & consonants (Y4)	The alphabet(Y4)	Compound words (Y4)
Science Sound	Recognise that vibrations travel through a medium to the ear. White Rose Step 2: The Ear.	Investigate how the volume of a sound can be changed. White Rose Step 4: Explore Volume.	Investigate how the pitch of a sound can be changed. White Rose Step 5: Explore Pitch	Identify patterns between vibrations and sound. White Rose Step 1: Vibrations and Step 3: Investigate Sounds. White Rose Step 3: Investigate Sounds.	Explore how sounds become fainter as the distance from the source increases.	Apply knowledge of sound to solve a practical problem Apply knowledge of sound to solve a practical problem. White Rose Step 6: Plan Volume Experiment, Step 7: Investigate Volume Experiment, Step	Assessment



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						8: Evaluate Volume Experiment.	
History	Who was Boudica and how did she rebel against the Romans? Part 1 & Part 2 NC end point: I can talk about the impact of events on different groups within society at that time. NC end point: I can talk about the impact of events on different groups within society at that time.	What did the Romans build after they settled in Britain? NC end point: I can talk about the impact of events on different groups within society at that time. To build an aqueduct NC end point: I can talk about the impact of events on different groups within society at that time.	What did the Romans build after they settled in Britain? Or What were houses like in Roman Britain?	What did the Romans do for Britain? Mike's Meadow.	What can archaeological sites tell us about Roman Britain? NC end point: I can identify different ways in which people have represented and interpreted the past.	What can archaeological sites tell us about Roman Britain? NC end point: I can identify different ways in which people have represented and interpreted the past.	How did bathhouses provide leisure for Romans in Britain? NC end point: I can describe a range of different features of key historical events. Assessment



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Geography NC end point: I can identify geographical regions and human and physical characteristics, key topographical	LO: To understand why the Romans chose specific places to build settlements.	LO: To understand why the Romans chose specific places to build settlements. Mike's Meadow					
Art			LO: Use sketching techniques to record architectural details.	LO: Create Mosaics (Romans link)		LO: Use clay techniques to create a Roman-inspired artefact.	LO: Evaluate and improve artwork using artistic vocabulary. Roman art gallery
DT LO: Investigate how Roman engineers designed strong structures. Aqueducts and bridges	LO: Investigate how Roman engineers designed strong structures. Explore Roman roads, bridges and aqueducts.	LO: Design a Roman bridge for a specific purpose. - Create labelled designs. - Consider materials	LO: Develop making skills by constructing a bridge prototype. Measure, cut and join materials accurately.	LO: Strengthen a structure using effective joining techniques. Test and improve prototypes.		LO: Evaluate and improve a bridge design. Make modifications following testing.	LO: Present and evaluate a completed Roman bridge.



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	Identify features that make structures strong.	and stability. To build an aqueduct Build an aqueduct with different materials. Constructing an aqueduct through using different materials and testing whether it works. Comparing their aqueduct to the Roman's.					
Music <u>Primary Music KS2: Romans - 1. Signals! - BBC Teach</u> NC end point: I can discuss the chronology of music. (Start of every unit.)			Roundabout March Of The Golden Guards Revisit songs from previous Glockenspiel unit. (Y3) Read and play notes CD. Improvise using CDE. NC end point: I can use and understand	Portsmouth Use the notes C, D, E, F and G (G is a new note) to follow music. Perform. NC end point: I can use and understand staff and place notes I have been taught.	Flea Fly (Miss this out? – consolidation lesson.) This piece uses the notes C, D, E, F and G. Perform. NC end point: I can use and understand staff and place notes I have been taught.	Rigadoon Use the notes C, D, E and F with more complex rhythmic patterns. Perform. NC end point: I can use and understand staff and place notes I have been taught.	Lost Forest Making up Music. Create their own compositions. Perform. NC end point: I can begin to compose short pieces of music. NC end point: I can play and perform as a soloist using their voices and playing musical instruments with



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			staff and place notes I have been taught.				increasing accuracy, fluency, control.
Structure of unit:	The learning is focused around exploring and developing playing/instrument skills through the use of the glockenspiel. Unit also focusses on musical notation.						
Music songs:	Mardi Gras Groovin - Roundabout - March Of The Golden Guards - Portsmouth - Flea Fly – Rigadoon – Lost forest						
RE		What is the most significant part of the Nativity story for Christians today? NC end point: I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.	What is the most significant part of the Nativity story for Christians today? NC end point: I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.	What is the most significant part of the Nativity story for Christians today? NC end point: I can describe one thing a Christian might learn about Jesus from a Christmas symbol.	What is the most significant part of the Nativity story for Christians today? NC end point: I can describe one thing a Christian might learn about Jesus from a Christmas symbol.	What is the most significant part of the Nativity story for Christians today? NC end point: I can ask questions about what Christmas means to Christians and compare this with what it means to me.	What is the most significant part of the Nativity story for Christians today? NC end point: I can ask questions about what Christmas means to Christians and compare this with what it means to me.
PSHE Celebrating Difference Outcome: Help me fit together the six pieces of learning	Judging by Appearances I understand that, sometimes, we make assumptions based on what people look like.	Understanding Influences I understand what influences me to make assumptions based on how people look.	Understanding Bullying I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.	Problem-solving I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.	Special Me I can identify what is special about me and value the ways in which I am unique.	Celebrating Difference: how we look I can tell you a time when my first impression of someone changed when I	



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about Celebrating Difference to create the Hall of Fame display.	I try to accept people for who they are.	I can question why I think what I do about other people.	I know how it might feel to be a witness to and a target of bullying.	I can problem-solve a bullying situation with others.	I like and respect the unique features of my physical appearance.	got to know them. I can explain why it is good to accept people for who they are.	
						Assessment	
Computing	Personal Information LO: To understand what personal information is and why it should be protected.	LO: To evaluate the consequences of unreliable content	LO: To identify that sound can be recorded	LO: To explain that audio recordings can be edited	LO: To recognise the different parts of creating a podcast project	LO: To apply audio editing skills independently	LO: To combine audio to enhance my podcast project LO: To evaluate the effective use of audio
PE Each term: NC end point: I can evaluate the performance of others.	Gymnastics unit 1 NC end point: I can develop my balance. Dance unit 1	Gymnastics unit 1 NC end point: I can develop my balance. Dance unit 1	Gymnastics unit 1 NC end point: I can develop my balance. Dance unit 1 NC end points: I can perform dances using a range of movement patterns (in a pair)	Gymnastics unit 1 NC end point: I can develop my balance. Dance unit 1 NC end points: I can perform dances using a range of movement patterns (in a pair)	Gymnastics unit 1 NC end point: I can develop my balance. Dance unit 1 NC end points: I can perform dances using a range of movements	Gymnastics unit 1 NC end point: I can develop my balance. Dance unit 1 NC end points: I can perform dances using a range of movements.	Gymnastics unit 1 NC end point: I can develop my balance. Dance unit 1 NC end points: I can perform dances using a range of movement patterns (in a pair)



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MFL Language Angels	J'apprends le Francais LO: Consolidate language from last week and to learn how to ask and answer the question 'Comment t'appelles-tu ?' (What is your name?) in French.	J'apprends le Francais LO: To learn numbers 1-10 in French.	J'apprends le Francais LO: To learn 10 key colours in French.	J'apprends le Francais LO: Consolidate all knowledge from the unit and complete the end of unit assessment.	Je Peux LO: To use the verb 'Je peux' (I am able).	Je Peux LO: Learn how to name (with accurate pronunciation) and remember five more infinitive verbs in French.	Je Peux LO: Consolidate all ten infinitive verbs and will start to attempt to put them into sentences describing what they can do in French.