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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Lawrence Term 5 – Cycle B** | |
| **Topic** | **Ruthless Romans**  **The Mathematics of the Ancient Romans. Part I – Mathematics in Europe** |
| **WOW Experience** | **Roman Experience day**  **Dress up day and Roman armour workshop** |
| **History/Geography** | [**Romans**](History/Yr4%20KO%20History%20Roman%20Britain.docx)   * To understand the terms ‘invade’ and ‘settle’ and to place and Romans on a timeline. * To find out why and how the Romans successfully invaded Britain. * To find out who was in Britain when the Romans invaded and learn about their way of life. * To explore who Boudica was from different points of view. * To find out about the results of Boudica’s revolt. * To find out about life in Roman Britain. * To know how the Romans have influenced our lives today. |
| **Art/ D & T** | [**Roman Catapults - DT**](DT/Yr4%20KO%20DT%20making%20a%20catapult.docx)   * Generate, develop, model and communicate their ideas through discussion, sketches * Select from and use a wider range of tools and equipment to perform practical tasks accurately. * Understand how key events and individuals in DT have helped shape the world. * Apply their technical knowledge of how to strengthen, stiffen and reinforce structures. * Understand and use mechanical systems in their products e.g. gears, pulleys, cams, etc. * Understand procedures for safe handling of tools and equipment and food safety and hygiene. |
| **Science** | [**Plants**](Science/Year%203%20Plants%20Knowledge%20Organiser.pdf)   * I can name the different parts of flowering plants and explain their jobs. * I can set up an investigation to find out what plants need to grow well. * I can record my observations. * I can present the results of my investigation using scientific language. * I can investigate how water is transported in plants. * I can name the different parts of a flower and explain their role in pollination and fertilisation. * I can understand and order the stages of the life cycle of a flowing plant. |
| **Religious Education** | **Easter**   * To retell accurately the resurrection stories and make some links between the these and the beliefs of Christians * To use a developing religious vocabulary to give reasons for some of the symbolism in the resurrection stories. With some support they will be able to describe some of the symbolism expressed in art work portraying the accounts * To give some reasons for the actions of the disciples especially Peter. * To make links to show how the beliefs of the disciples in the risen Jesus affected their behaviour. * To ask relevant questions about the resurrection stories * To express their own point of view on the question of what Jesus meant when he said, ‘Feed my Sheep’ |
| **Music** | [**Blackbird**](Music/Music%20-%20Blackbird%20-%20Knowledge%20Organiser%20%20Unit%205.pdf)   * Listen and Appraise - Blackbird: Play the song. Click on the ‘Listening’ tab and use the questions as a focus when you are finding the pulse. After listening, share your thoughts and feelings together. Next, contextualise the song using the Fast Facts and History tabs and then answer the ‘Questions’ together. Try to use correct musical language * Listen and Appraise - Yellow Submarine: Play the song. Click on the ‘Listening’ tab and use the questions as a focus when you are finding the pulse. After listening, share your thoughts and feelings together. Next, contextualise the song using the Fast Facts and History tabs and then answer the ‘Questions’ together. Try to use correct musical language. * Listen and Appraise - Hey Jude: Play the song and find the pulse. Follow the on-screen guidance as in previous steps. * Listen and Appraise - Can’t Buy Me Love: Play the song and find the pulse. Follow the on-screen guidance as in previous steps. * Listen and Appraise - Yesterday: Play the song and find the pulse. Follow the on-screen guidance as in previous steps. * Listen and Appraise - Let It Be: Play the song and find the pulse. Follow the on-screen guidance as in previous steps. |
| **ICT** | [**Animation**](Computing/Year%204-%20Computing%20animation.pdf)   * To decide what makes a good, animated film or cartoon and discuss favourite animations. * To learn how animations are created by hand. * To find out how 2Aninate animations can be created in a similar way using technology. * To learn about onion skinning in animation. * To add backgrounds and sounds to animations. * Introducing ‘stop motion’ animation. * To share animation the class blog.   [**Music Making**](Computing/Year%204-%20computing%20making%20music.pdf)   * To identify and discuss the main elements of music; Pulse, Rhythm, Tempo, Pitch, Texture. * To understand and experiment with rhythm and tempo. * To create a melodic phrase. * To compose a piece of electronic music. |
| **P.E.** | [**Rounders**](PE/Year-4_Rounders-%20KO.jpg)   * Throw and catch the ball with increasing accuracy. * Hit a ball into zones to score points. * Work as an individual to keep score. * Anticipate how many zones the batter can run to. * Run at speed to avoid being stumped out. * Choosing position when fielding to try to stop a ball. * Intercept balls to stop runs in game situations. * Work with team to return balls in the field. * Attempt to under arm bowl to batters. * Use underarm bowl technique in a game situation. * Describe the rules of and surrounding underarm bowling. * Show the standing position of a back drop. * Make quick decisions about where to throw to backstop. |
| **PSHE/RSE** | **Sharing Online**   * To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; * How to use technology safely; * That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; * How to report and get help if they encounter inappropriate materials or messages. * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. * That the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous. * How information and data is shared and used online * That for most people the internet is an integral part of life and has many benefits. * How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. * That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.   **Chatting Online**   * How to use technology safely; * That bad language and bad behaviour are inappropriate; * That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; * How to report and get help if they encounter inappropriate materials or messages. * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. * That people sometimes behave differently online, including by pretending to be someone they are not. * How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). * How to ask for advice or help for themselves or others, and to keep trying until they are heard, * That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. * Where and how to report concerns and get support with issues online.   **Safe in My Body**   * To judge well what kind of physical contact is acceptable or unacceptable and how to respond; * That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest. * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. * How to recognise and report feelings of being unsafe or feeling bad about any adult. * How to report concerns or abuse, and the vocabulary and confidence needed to do so. * Where and how to report concerns and get support with issues online.   **Drugs, Alcohol & Tobacco**   * Medicines are drugs, but not all drugs are good for us. * Alcohol and tobacco are harmful substances. * Our bodies are created by God, so we should take care of them and be careful about what we consume. * The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. * The facts and science relating to immunisation and vaccination   **First Aid Heroes**   * In an emergency, it is important to remain calm. * Quick reactions in an emergency can save a life. * Children can help in an emergency using their First Aid knowledge. * How to make a clear and efficient call to emergency services if necessary. * Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |