

Driver – History

- Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).
- Can I understand how Britain changed from the Iron Age to the end of the Roman occupation and place significant events and dates on a timeline?
- Can I understand how the Roman occupation of Britain helped to influence and advance British society and the wider world e.g. with roads and other systems?
- Can I learn about the local impact of Roman rule by studying Murton Park to see what Roman life and society was like at the time?
- Do I know that there was resistance to the Roman occupation and about Boudica's significance?
- Do I know about at least one famous Roman emperor and how his system of ruling compares with ours today?
- Do I understand what life was like for men, women and children at these different times in their home settlements and daily life, including soldiers and those 'highly ranked' in warfare and society?

Computing

- learn about the benefits of sharing information online, but also about the safety and security risks of sharing certain types of information
- understand what type of information can put them at risk for identity theft and other scams
- distinguish between personal information, which is safe to share online, and private information, which is unsafe to share
- empathise with those who have received mean and hurtful messages
- judge what it means to cross the line from harmless to harmful communication online
- generate solutions for dealing with cyberbullying
- experiment with different keyword searches and compare results
- refine searches by using multiple words, synonyms, and alternative words & phrases
- draw inferences to explain search results
- understand plagiarism and its consequences
- explain how giving credit is a sign of respect for people's work
- talk about when it is acceptable to use people's work, and how to write a citation
- identify the characteristics of strong passwords
- apply characteristics of strong passwords to create new passwords
- define what spam is
- explore strategies for safely managing unwanted messages
- identify different forms of spam ✓junk mail
- compare and contrast online-only friends and in-person, face-to-face friends
- analyse why private information should not be given to anyone online without the permission of a trusted adult
- debate how to respond if an online-only friend asks them personal questions uncomfortable
- empathise with the targets of cyberbullying
- recognise some of the key similarities and differences between in-person bullying and cyberbullying
- identify strategies for dealing responsibly with cyberbullying

RE

- Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).
- Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).
- Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

Year 4 Curriculum Map – Autumn 1 Who were the Romans and what did we learn from them?

Music

- Steady beat
- Metre 4/4
- Rhythmic and melodic patterns
- Recognising and/or reading simple notation and tonic sol-fa
- Tonal centre is C major
- The first three notes of the C major scale are used (C, D, E)
- Minims, dotted crotchets, crotchets, quavers
- Talk about the song together Explore its musical style through the style indicators of this music and its performers Embed a deeper understanding of the musical concepts related to the song Find an understanding and/or connection to the song or music
- Learn to sing the song as part of an ensemble/choir
- Follow a leader/conductor
- Understand the meaning of the song
- Demonstrate and maintain correct posture and breath control
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi)
- Compose song accompaniments on untuned percussion using known rhythms and note values
- To play and perform an instrument part by ear from standard notation and as part of the song being learnt.
- Children will practise improvising using the notes:
C C, D, E C, D, E, G, A
- The children can create using their imagination.
- The children can create using their imagination.
- Create and explain a simple melody with a musical shape using two, three, four or five notes Identify melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note)
- Keep a record of the composition to play it again
- Structure musical ideas (eg using echo or question and answer phrases) to create music that has a beginning, middle and end.
- Pupils should compose in response to different stimuli, eg stories, verse, images (paintings and photographs) and musical sources
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi)
- Compose song accompaniments on untuned percussion using known rhythms and note values
- Share a performance of the learning that has taken place in class

PSHE

- Know how individual attitudes and actions make a difference to a class
- Know about the different roles in the school community
- Know their place in the school community
- Know what democracy is (applied to pupil voice in school)
- Know that their own actions affect themselves and others
- Know how groups work together to reach a consensus
- Know that having a voice and democracy benefits the school community
- Identify the feelings associated with being included or excluded
- Can make others feel valued and included
- Be able to take on a role in a group discussion / task and contribute to the overall outcome
- Can make others feel cared for and welcomed
- Recognise the feelings of being motivated or unmotivated
- Understand why the school community benefits from a Learning Charter
- Be able to help friends make positive choices

MFL

- Count to 20.
- Ask somebody how they are feeling, their age, name and where they live.
- Say how we are feeling, how old we are, what our name is and where we live.
- Apply rules of adjectival agreement when saying our nationality.

DT

- use ideas from other people when designing
- produce a plan and explain it
- persevere and adapt work when original ideas do not work
- communicate ideas in a range of ways, including by sketches and drawings which are annotated
- know which tools to use for a particular task and show knowledge of handling the tool
- know which material is likely to give the best outcome
- measure accurately
- evaluate and suggest improvements for design
- evaluate products for both their purpose and appearance
- explain how the original design has been improved
- present a product in an interesting way
- links scientific knowledge by using lights, switches or buzzers
- use electrical systems to enhance the quality of the product
- use IT, where appropriate, to add to the quality of the product

PE

- sprint over a short distance and show stamina when running over a long distance
- jump in different ways
- throw in different ways and hit a target, when needed
- throw and catch accurately with one hand
- hit a ball accurately with control
- vary tactics and adapt skills depending on what is happening in a game
- move in a controlled way
- include change of speed and direction in a sequence
- work with a partner to create, repeat and improve a sequence with at least three phases
- take the lead when working with a partner or group
- use dance to communicate an idea
- follow a map in a (more demanding) familiar context
- follow a route within a time limit
- provide support and advice to others in gymnastics and dance
- be prepared to listen to the ideas of others
- I know where I am with my learning and I have begun to challenge myself.

Geography

- Know how to plan a journey within the UK, using a road map
- Identify different types of roads and possible routes within the UK
- Can I identify the 6-figure grid references for the local area?
- Can I name and apply the eight compass points and describe positions of cities and places in a country?