



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Advent 1 2019 TEACHER: Miss Loscalzo Teaching Assistant: Mrs Pritchett YEAR GROUP: 4



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TOPIC TITLE: The Romans BOOK FOCUS: Romans on the Rampage

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
English Text Type	Fiction - Flashback Stories	Fiction - Flashback Stories	Fiction - Flashback Stories	Non-Fiction - Instructions	Non-Fiction - Instructions	Non-Fiction - Instructions
Reading Comprehension	Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry
Spelling, Punctuation and Grammar	Conjunctions Pronouns Adverbials	Conjunctions Pronouns Adverbials	Conjunctions Pronouns Adverbials	Fronted adverbials with commas Prepositions Possessive apostrophes (singular)	Fronted adverbials with commas Prepositions Possessive apostrophes (singular)	Fronted adverbials with commas Prepositions Possessive apostrophes (singular)
Maths	Block 1: Number - Place Value	Block 1: Number - Place Value	Block 1: Number - Place Value	Block 1: Number - Place Value	Block 2: Number - addition and subtraction	Block 2: Number - addition and subtraction
Science Electricity	<u>National Curriculum Objective</u> Identify common appliances that run on electricity	<u>National Curriculum Objective</u> Identify common appliances that run on electricity	<u>National Curriculum Objective</u> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	<u>National Curriculum Objective</u> Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery	<u>National Curriculum Objective</u> Recognise some common conductors and insulators, and associate metals with being good conductors	<u>National Curriculum Objective</u> Recognise some common conductors and insulators, and associate metals with being good conductors
	<u>Skills and Knowledge</u> Understand key Scientific vocabulary related to this topic: cells, wires, bulbs, switches, buzzers, circuit, conductors, insulators, electricity, current, mains electricity,	<u>Skills and Knowledge</u> Identify and name appliances that require electricity to function. Know some common appliance that run on electricity. Know that electricity stores power	<u>Skills and Knowledge</u> Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). Know the function of a switch.	<u>Skills and Knowledge</u> Construct a series circuit. Know that circuits must be complete to work Know some of the components in a circuit Know how to draw a circuit diagram	<u>Skills and Knowledge</u> Know the difference between a conductor and an insulator; giving examples of each. Know that some materials are conductors Know that some materials are insulators	<u>Skills and Knowledge</u> Know the difference between a conductor and an insulator; giving examples of each. Know that some materials are conductors Know that some materials are insulators



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	power stations, power lines, pylons, closed, safety, power grid, circuit,	Know where electricity comes from Know that electricity can be dangerous	Know that circuits must be complete to work Know some of the components in a circuit Ask questions Carry out tests to see Gather and record information Make sense of findings and draw conclusions	Know if a bulb will light or not based on a circuit diagram. Ask questions When making predictions there are plausible reasons as to why they have done so. Able to amend predictions according to findings. Carry out tests to see Gather and record information Make sense of findings and draw conclusions	Construct a series circuit. Ask questions Carry out tests to see Set up a fair test Explain to others why a test that has been set up is a fair one Measure carefully When making predictions there are plausible reasons as to why they have done so. Gather and record information	Construct a series circuit. Group information according to common factors. Use bar charts and other statistical tables. Present findings using written explanations and include diagrams. Write up findings using a planning, doing and evaluating process. Make sense of findings and draw conclusions. Able to amend predictions according to findings. Prepared to change ideas as a result of what has been found out during a scientific enquiry
	<u>Activity</u> Create science Vocabulary glossary for display/books	<u>Activity</u> Runs on electricity/doesn't run on electricity match game	<u>Activity</u> Exploring and matching components and their name. Try to make a circuit that works as a team.	<u>Activity</u> This circuit will work - True or False. Construct circuit to prove whether it will or won't work. Draw a circuit that works/doesn't work and explain why/why not.	<u>Activity</u> Plan and engage in a scientific enquiry to test which materials are conductors/insulators.	<u>Activity</u> Present data and evaluate a scientific enquiry to test which materials are conductors/insulators.
History Romans	<u>National Curriculum Objective</u> Pupils should continue to develop a chronologically	<u>National Curriculum Objective</u> Pupils should continue to develop a chronologically	<u>National Curriculum Objective</u> They should understand how our knowledge of the past is	<u>National Curriculum Objective</u> Know that the Romans worshipped different God.	<u>National Curriculum Objective</u> the Roman Empire and its impact on Britain	<u>National Curriculum Objective</u> the Roman Empire and its impact on Britain



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	secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	constructed from a range of sources			
	<p><u>Skills and Knowledge.</u></p> <p>Know some of the inventions that Romans made that still impact our society today.</p>	<p><u>Skills and Knowledge</u></p> <p>Know when the Roman Empire existed. Know when the Roman Empire existed in relation to the birth of Jesus and present day. Know when the Romans invaded Britain. Know how long the Romans remained in Britain.</p> <p>Name and Place dates of significant events form the past onto a timeline. Use historical vocabulary. Use dates and terms correctly. Use subject specific word such as monarch, settlement.</p>	<p><u>Skills and Knowledge</u></p> <p>Know some of the inventions that Romans made that still impact our society today. Know how the Roman occupation of Britain helped to advance British society.</p> <p>Note connections, contrast and trends over time Show knowledge and understanding by describing features of past societies and periods. Give reasons why changes in culture, leisure, clothes, buildings, ways of life, beliefs may have occurred during a time period. Understand the difference between primary and secondary sources of evidence.</p>	<p><u>Skills and Knowledge</u></p> <p>Know that the Romans worshipped different God.</p> <p>Give reasons why changes in culture, leisure, clothes, buildings, ways of life, beliefs may have occurred during a time period. Identify some ideas, beliefs, attitudes and experiences that of people.</p>	<p><u>Skills and Knowledge</u></p> <p>Know about at least one famous Roman emperor. Know that there was a hierarchy society in Rome.</p>	<p><u>Skills and Knowledge</u></p> <p>Know how there was resistance to the Roman occupation and know about Boudica. Know how the Roman occupation of Britain helped to advance British society. Know how Britain changed from the iron age to the end of the Roman occupation.</p> <p>Describe how some of the past events/people effect life today. Use subject specific word such as monarch, settlement.</p>



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			Use different sources to collect information about the past. Ask questions.			
	<p>Activity PARTAKE</p> <p>Experience what life was like in Roman times through live action role play. Children write about experience and use of artefacts explored.</p>	<p>Activity</p> <p>Use timelines to plot the Roman's within other time periods. Then plot key events that took place during the Roman Empire</p>	<p>Activity</p> <p>Explore a range of sources/artefacts such as mosaics, instruments, weapons, tools, jewelry religious items and draw conclusions based on clues. Challenge - link them to similar modern objects.</p>	<p>Activity</p> <p>Each table research different God and feedback - chocolate bar. Challenge: link to beliefs today.</p>	<p>Activity</p> <p>Write a profile on or diary entry as Julius Ceasar - refer to other members of society blow him.</p>	<p>Activity</p> <p>Plot the spread of the Roman Empire. Character description of Boudicca.</p>
<p>D&T How can I use electricity to make a game?</p>	<p>National Curriculum Objective</p>	<p>National Curriculum Objective</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>National Curriculum Objective</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</p>	<p>National Curriculum Objective</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>National Curriculum Objective</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>National Curriculum Objective</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>



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		<p>understand mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>according to their functional properties and aesthetic qualities</p> <p>Use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>			
	<p><u>Skills and Knowledge</u> No lesson due to the Partake Roman Experience.</p>	<p><u>Skills and Knowledge</u> Use ideas from other people when designing.</p> <p>Know that electronics can be incorporated into a functional product.</p> <p>Know that products are designed with their users' wants/needs in mind.</p> <p>Know that your design criteria needs to be based on your audience's needs/wants.</p> <p>Develop their own design criteria and use this to inform their ideas.</p> <p>Pupils use learning from science, mathematics and other subjects to help design and make products that work.</p>	<p><u>Skills and Knowledge</u> Use ideas from other people when designing. Produce a plan and explain it. 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. Know which material is likely to give the best outcome.</p> <p>Develop their own design criteria and use this to inform their ideas. Share and clarify ideas confidently, through discussion. Pupils use learning from science, mathematics and</p>	<p><u>Skills and Knowledge</u> Make a product which uses both electrical and mechanical components. Use ideas from other people when designing. Persevere and adapt work when original ideas do not work. 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. Present a product in an interesting way.</p>	<p><u>Skills and Knowledge</u> Continuation of week 4.</p>	<p><u>Skills and Knowledge</u> 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.</p> <p>Know that feedback is important to drive manufactures to adapting their final products</p>



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			other subjects to help design and make products that work.	<p>links scientific knowledge by using lights, switches or buzzers.</p> <p>use electrical systems to enhance the quality of the product.</p> <p>Know that feedback is important to drive manufactures to adapting their final products</p> <p>Know that adapting a product is necessary to improve its success.</p> <p>Confidently select tools and equipment suitable to the task.</p> <p>Explain their choices, giving evidence.</p> <p>Selects materials and components suitable to the task.</p> <p>Follow procedures for safety and hygiene.</p>		<p>Know that adapting a product is necessary to improve its success.</p> <p>Use their design criteria to evaluate their completed products.</p> <p>Pupils use learning from science, mathematics and other subjects to help design and make products that work.</p>



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				<p>Accurately assembles, joins and combines most materials.</p> <p>Refer to their design criteria as they design and make.</p> <p>Pupils use learning from science, mathematics and other subjects to help design and make products that work.</p>		
	Activity	Activity	Activity	Activity	Activity	Activity
		Explore and evaluate electronic toys e.g. fairground games, operation, wire game, correct answer games/quiz.	Generate and sketch own designs for question quiz based on Roman army.	Make quiz	Make quiz	Play, evaluate and improve toy so it is ready for the quiz afternoon.
Computing Web Design	National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise	National Curriculum Objective Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration Group work, jointly making one piece of work	National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration Group work, jointly making one piece of work	National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration	National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration	National Curriculum Objective National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they



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	acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Group work, jointly making one piece of work Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Group work, jointly making one piece of work Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	offer for communication and collaboration Group work, jointly making one piece of work Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
	<u>Skills and Knowledge</u> Create a web page using Google Sites Add content to a web page Use a range of features in Google Sites and record my progress	<u>Skills and Knowledge</u> Understand the features of Google Sites Use the features of Google Sites to build a web page	<u>Skills and Knowledge</u> Build a web page Include many of the features of Google Sites Make my page informative and interactive	<u>Skills and Knowledge</u> plan a website in detail, considering the Google Sites features that I will include build a website based on my designs consider information that other people would find useful and interesting	<u>Skills and Knowledge</u> build a website with four web pages about a specific topic use a range of features on Google Sites evaluate a website	<u>Skills and Knowledge</u> Consolidation
	<u>Activity</u> Google site skills	<u>Activity</u> Book review web page	<u>Activity</u> Creating webpage	<u>Activity</u> Planning My web page	<u>Activity</u> Creating My web page	<u>Activity</u> Consolidation
	<u>National Curriculum Objective</u> Swim competently, confidently and proficiently over a distance of at least 25 metres.					



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PE Swimming	<u>Skills and Knowledge</u>					
	Know how to stay safe on the poolside. Know what to do in case of emergency. Know the 4 key water safety messages. Know how to enter the water safely. Know the name of a swimming stroke. Submerge the face in water and blow bubbles for 3 seconds. Move across the pool with the water surface and shoulder level. Travel on the front for a minimum distance of 5 metres. Travel on the back for a minimum distance of 5 metres. Float in a flat or upright stationary position for 10 seconds.					
<u>Activity</u>						
Swimming will be taught by qualified instructors at Portland LC.						
RE People Called	Big Q and Explore activity. I Can Statements People - Where do we come from? LF1 - I can discuss and describe the content of the four gospels (God's story p.68) making link to these and religious belief.	LF3 - I can use Scripture to write about Joseph (son of Jacob), giving some reasons for his actions.	LF5 - I can use chapter 3 from the book of Proverbs to write about how we can live, giving reasons for our words and actions. X2	Big Q and Explore activity. I Can Statements Called - What does it mean to be called/chosen? LF1 - I can describe ways in which Christians can respond to the call of God - giving reasons for their actions.	LF3 - Assessment Task	LF5 - I can use 1 John 1:5-7 to describe ways in which I and others can live in the 'light of Christ', giving reasons for our thoughts and actions. X2
	Explore what family means to different people. Explore BIG QUESTION. Recreate Jesus's family tree including key members. Mark and next step	Hot seat an interview with Jacob, and Joseph. Get the audience to ask questions about their lives and how they felt about one another Heart/cloud	'Translate' what is meant by the three proverbs written by King Solomon, and how they apply to their lives Hook and extended write - Mark and next step	Children to respond to BIG QUESTION. Write on post-it notes some of the ways they think you may respond to being 'called'. Create a diary entry as though they are David recounting his experience of being called.	TBD X2 Hook and extended write - Mark and next step	One child guides the others through a course giving the experience of trusting and relying on the support of someone else. Talk about how this made them feel and how it links to God.



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				Mark and next step		Hook and extended write - Mark and next step
	LF2 - I can describe the actions of Abraham, giving reasons for some of these. X2	LF4 - I can make some links between the words of Ruth and the Gospels (e.g. Mark 1 - God's Story 3, p.89)	LF6 - I can illustrate what I have learned about Joseph through a choice of illustrations RESPOND AND LITURGY	LF2 - I can discuss and describe how the apostles were chosen, making links to Scripture.	LF4 - I can describe the actions of those confirmed, giving reasons for their actions and approach to life.	LF6 - I can write about the life of someone who witnessed the call to be a Christian, describing and giving reasons for their actions. RESPOND and Liturgy
	Retell the story of Abraham and his family making references to scripture. Hook and extended write - Mark and next steps	Create a poster which links the story of Ruth with the Gospels. Mark and next step	Create a stain glass window with words that symbolize Joseph's role in the life of Jesus Heart/cloud	Children to create a 'How do I follow Jesus?' poster Heart/ Cloud	Prepare questions to ask someone who wants to be Confirmed or who has been Confirmed why they wanted to be confirmed and how they have/or will respond to the call offered in Confirmation Mark and next step	Write a poem called 'Love never ends'. Link this with some of the scripture used Heart/cloud
PSHE Being me	Wheel self-assessment task R13 - Identifying that differences and similarities between people arise from a number of factors. A1 change places if... You like football, you like pineapple, you are 8 years old, you have curly hair...etc. Play 2 facts and a lie. In pairs, ask the children to see if they can find out which fact is false.	R10 - Listen and respond respectfully A2 Pick random partner. Challenge 1: Find out what your partner's interests are using Qcards. Challenge 2: Make something to show the rest of the class about your partner's interests.	R13 - Identifying that differences and similarities between people arise from a number of factors. A5 Watch Akram's story and Akanbi story. What are the similarities and differences between Akram and Aiyshat? (Race, gender, interests, style, beliefs, personality, aspirations). Working in pairs create a Venn Diagram (to	L7 - Exploring different kinds of responsibilities at school and in the community. L9 - Identifying what being part of a community means. A6 Write SCHOOL in the middle of the board. Who makes a school? Which people are important? What roles and responsibilities do they have? Why are pupils' responsibilities in school	L11 - Appreciate the range of identities in the UK A11 What is a symbol? Make a list of symbols from everyday life. Introduce symbols that reflect your traditions, religion, interests, values. Can the children guess what they symbolise? Ask the children to think of symbols that represent them Make a 'Gallery' or 'Exhibition.'	L9 - Identifying what being part of a community means. R13 - Identifying that differences and similarities between people arise from a number of factors. Create a 'Class Oscars'. Every child will receive an award (certificate) for something they should be proud of/makes them special.



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			celebrate your similarities and differences.	important? How can we make sure that everyone is respected and feels like they belong? Acrostic poem about the importance of people working together in school.		Pick name out of a hat and children create certificate. Wheel Self-assessment task PSHE Matters Passport Idea Being proud matters because...
Music Woodwind - recorders	<u>National Curriculum Objective</u> Listen with attention to detail.	<u>National Curriculum Objective</u> Play and perform in solo and ensemble contexts. Use and understand staff and other musical notations.	<u>National Curriculum Objective</u> Use and understand staff and other musical notations. Develop an understanding of the history of music.	<u>National Curriculum Objective</u> Listen with attention to detail. Play and perform in solo and ensemble contexts.	<u>National Curriculum Objective</u> Use and understand staff and other musical notations.	<u>National Curriculum Objective</u> Play and perform in solo and ensemble contexts. Improvise and compose music.
	<u>Skills and Knowledge</u> Understand the woodwind programme.	<u>Skills and Knowledge</u> Produce a clear sound. Move from one note to the next	<u>Skills and Knowledge</u> Name musical items on a score.	<u>Skills and Knowledge</u> Playing in parts. Play their individual line in a 3 part piece.	<u>Skills and Knowledge</u> Understand quaver notes or eighth notes.	<u>Skills and Knowledge</u> Play the new note of C.
	<u>Activity</u> Practice standing and holding the various instruments	<u>Activity</u> Copy cat playing Stepping up and stepping down notes	<u>Activity</u> Musical notation quiz	<u>Activity</u> Take a part and play their individual line.	<u>Activity</u> Clapping subdivisions Playing subdivisions	<u>Activity</u> Copy cat playing
French Greetings, numbers 1 - 31 and the French alphabet.	<u>National Curriculum Objective</u> Explore patterns and sounds of language through songs and	<u>National Curriculum Objective</u> Appreciate stories, songs poems and rhymes in the language	<u>National Curriculum Objective</u> Listen attentively and show understanding by joining in and responding	<u>National Curriculum Objective</u> Explore patterns and sounds of language through songs and rhymes	<u>National Curriculum Objective</u> Engage in spoken conversations speaking in	<u>National Curriculum Objective</u> Ask/answer questions and listen attentively to spoken language



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	rhymes and link sounds, spelling and meaning of words				short sentences to a range of audiences	
	<p>Skills and Knowledge Revise greetings introduced last year Know how to pronounce various short greeting phrases</p>	<p>Skills and Knowledge Pronounce numbers 1-20 Know at least numbers 1-12</p>	<p>Skills and Knowledge Pronounce numbers 21-31 Know how to link these with months of the year</p>	<p>Skills and Knowledge Pronounce the French alphabet</p>	<p>Skills and Knowledge Pronounce various letter sounds accurately Know how to spell their names in French</p>	<p>Skills and Knowledge Ask a partner how their name is spelled Know all letter sounds in the French alphabet</p>
	<p>Activity Reintroduce a range of greeting phrases and play a range of games and speaking activities to consolidate this</p>	<p>Activity Using a familiar children's story translated into French, introduce numbers 1-20. Pupils play various games consolidating these</p>	<p>Activity Introduce numbers 21-31 and months of the year. Pupils listen to various people saying when their birthday is and work out the English</p>	<p>Activity Introduce the French alphabet using reading and speaking games and songs</p>	<p>Activity Pupils learn how to spell their names in French using alphabet sheets at first and then from memory</p>	<p>Activity Pupils speak paired conversations exchanging names and spellings. They then listen to and work out whose name is being spelled</p>
Special Events	Intriguing Introduction PARTAKE theatre company Roman history day					Expert Ending: Quiz afternoon.
British Values	The rule of law - Come up with Class rules and team ethos. Tolerance of those of different faiths and beliefs - throughout as ethos of school.	The rule of law - Links to Roman Empire.	The rule of law - Links to Roman Empire.	Individual liberty - choice in activities for DT Q. Freedom to choose. Tolerance of those of different faiths and beliefs.	Mutual respect - highlighted in debates and group activities. Tolerance of those of different faiths and beliefs.	Democracy - debate topics and votes. Tolerance of those of different faiths and beliefs.