

# ORTON WISTOW PRIMARY SCHOOL

## CURRICULUM NEWSLETTER

Academic Year: 2022/23

Term: Autumn

Year Group: 4

Topic Title: Roman Britain

Subject	Learning
<b>English - Reading</b>	<p>During our reading lessons we will be focusing on different texts, such as:</p> <ul style="list-style-type: none"><li>• The Firework Makers Daughter- Phillip Pulman</li><li>• A Street Through Time – Anne Millard</li><li>• The Mousehole Cat – Antonia Barber</li></ul> <p>We will use retrieval and inference skills, and teach children to use the 'Point, Evidence, Explain' strategy to answer questions about their reading.</p>
<b>English – Class Texts</b>	<p>We will read a range of texts this term, which will include:</p> <ul style="list-style-type: none"><li>• Varjak Paw- S F Said</li><li>• Varjak Paw Outlaw: S F Said</li><li>• The Firework Maker's Daughter- Philip Pullman</li><li>• Krindlekrax- Philip Ridley</li><li>• The Mousehole Cat – Antonia Barber</li><li>• A Street Through Time – Anne Millard</li><li>• The Great Chocloplot- Chris Callaghan</li></ul>
<b>English - Writing</b>	<p>Whilst studying our Power of Reading text 'Varjak Paw' we will explore the events of the story, and the thoughts and feelings of the main characters through reading, writing and drama. Our written piece will be a recount, in role as the main character Varjak Paw, of the day he left the Contessa's house and went Outside for the first time.</p> <p>Our second text, Escape from Pompeii, links to our History topic and the focus for our written outcome will be poetry.</p> <p>We will also study Krindlekrax, by Philip Ridley. Krindlekrax is a crocodile who lives in the sewers under Lizard Street, the home of the main character, Ruskin Splinter. We will research crocodiles, and write a non-chronological report sharing the information we have found.</p>
<b>English – Phonics/Spelling</b>	<p>Our spelling and grammar sessions will cover:</p> <ul style="list-style-type: none"><li>• All speech punctuation</li><li>• Plural possessive apostrophe</li><li>• Expanded noun phrases</li><li>• Determiners</li><li>• Fronted adverbials</li><li>• Paragraphs</li><li>• Use of pronoun/noun choices.</li></ul>

Subject	Learning
<p style="text-align: center;"><b>Mathematics</b></p>	<p>In Maths, we will follow the White Rose Scheme of Learning.</p> <p>The areas that we will cover this term are:</p> <ul style="list-style-type: none"> <li>• Place value: partitioning, reading and writing numbers to 10,000, estimating and placing numbers to 10,000 on the number line, rounding to the nearest ten, hundred or thousand.</li> <li>• Addition and subtraction: Strategies for adding and subtracting numbers with up to 4 digits, with and without exchanging.</li> <li>• Measurement: Finding the area of shapes by counting squares, and comparing areas.</li> <li>• Multiplication and division: multiplication and division facts for the 3, 6, 9, 7, 11 and 12 times tables, multiplying 3 single digit numbers, multiplying a number by 1 and 0.</li> </ul>
<p style="text-align: center;"><b>Science</b></p>	<p>Throughout the Autumn term we will be focusing on 'Sound' and 'Electricity.' We will cover the following areas:</p> <p>Sound</p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating. <ul style="list-style-type: none"> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> </li> </ul> <p>Electricity</p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>• 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</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
<p style="text-align: center;"><b>Computing</b></p>	<p>In Computer Science we will be focusing on 2code, we will be exploring the following:</p> <ul style="list-style-type: none"> <li>• Revisit Coding skills covered in Year 3 including variables, timers, repeat and if commands. Review Coding vocabulary including process of design, code, test and debug.</li> <li>• Create if/else statements and change variable values.</li> <li>• Create a program with a character that repeats actions.</li> <li>• Make timers and counting machines using variables to print a new number to the screen every second.</li> <li>• To explore how 2Code can be used to investigate control by creating a simulation. Build up to children using these skills to complete an open-ended challenge at the end of the unit, where they follow the process of design, code, test and debug. Project Question: How can we program 2Code to simulate lights used at a pedestrian crossing? Are there times you might make adaptations? (supporting material 3.1 Coding unit Purple Mash)</li> </ul> <p><b>Information Technology</b> Find cross curricular opportunities to link to Animation learning. (supporting material 4.6 Animation unit Purple Mash)</p>

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<p style="text-align: center;"><b>History</b></p>	<p>Our topic for this term is 'Romans in Britain'. This is an exciting topic in year 4, and this civilisation will be explored through six main questions. As the term progresses the children will broaden their understanding of this topic by focusing on these questions:</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? Did Claudius invade for the same reasons as Caesar?</li> <li>• Why did Boudica stand up to the Romans and what image do we have of her today?</li> <li>• How were the Romans able to keep control over such a vast empire?</li> <li>• How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know?</li> <li>• How can we solve the mystery of why this great empire came to an end?</li> <li>• How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</li> </ul>
<p style="text-align: center;"><b>Geography</b></p>	<p>In Geography this term will be exploring the topic of 'Extreme Earth,' learning about natural disasters. Children will learn:</p> <ul style="list-style-type: none"> <li>• The different layers which make up the earth.</li> <li>• The key parts of a volcano.</li> <li>• What causes a volcanic eruption?</li> <li>• How an earthquake occurs and how they are measured.</li> <li>• What a tsunami is and how it is caused.</li> <li>• What happens in a tornado.</li> </ul>
<p style="text-align: center;"><b>Art &amp; Design</b></p>	<p>This term, we are focusing on skills needed for printing.</p> <ul style="list-style-type: none"> <li>• Exploring Pop Art and the work of pop artists Andy Warhol, Rob Lichtenstien and Richard Hamilton.</li> <li>• Comparing the work of Andy Warhol and the artist Joseph Turner.</li> <li>• Exploring printmaking, understanding that printing involves transferring an image from one surface to another.</li> <li>• Using printed layers to create our own work, inspired by that of Andy Warhol.</li> </ul>
<p style="text-align: center;"><b>Music</b></p>	<p>Our Music learning will focus around 'Mamma Mia', looking at different songs. We will learn about the musical genre through games, singing and composing.</p>
<p style="text-align: center;"><b>Design Technology</b></p>	<p>In the Autumn term electronics and structural mechanisms will be our focus for Design and Technology, we will be:</p> <ul style="list-style-type: none"> <li>• Identifying some of the great designers (such as Brunel, Mackintosh, Philip Treacy, Marcel Breuer) to generate ideas for designs.</li> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product.</li> <li>• Introduce and investigate pulleys and gears for movement - what type of movement do they have?</li> <li>• Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.</li> <li>• Design a moving object (on Purple Mash and labelling) with a gear or pulley and one electronic element (simple circuit) with a light source.</li> <li>• Choose suitable techniques to construct products or to repair items. Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques/ resources. Modification time to choose suitable techniques to construct products, strengthen or to repair items.</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design. Evaluate product, identifying what they did well and what they would change next time.</li> </ul>

Subject	Learning
PE	<p>This term in PE we will be covering:</p> <ul style="list-style-type: none"> <li>• Outdoor Sessions – Fitness &amp; Basketball (Until half term)</li> <li>• Tag Rugby and Dance (After half term)</li> </ul>
RE	<p>During the Autumn Term we will be exploring Buddhism, this will be broken down into six sessions, all looking at a different part of the religion:</p> <ul style="list-style-type: none"> <li>• How do Buddhists follow the teachings of the Buddha in their daily lives?</li> <li>• How and where do Buddhists worship? 3. What are the Four Noble Truths and why are they important to a Buddhist?</li> <li>• Why is Dharma Day important to Buddhists and how is it celebrated?</li> <li>• Why is the Buddha an inspirational leader for Buddhists?</li> <li>• What could we learn from the way Buddhists live their lives?</li> </ul>
MFL	<p>Our theme in French for this term is 'Vive le Sport' (Our Sporting Lives). As part of the unit, children will learn French vocabulary for healthy foods and sports, and use these to construct and speak a sentence in French.</p> <p>We will be focusing on:</p> <ul style="list-style-type: none"> <li>• Listening attentively to spoken language and show understanding by joining in and responding.</li> <li>• Exploring patterns and sounds of language, and link the spelling, sound and meaning of words.</li> <li>• Developing accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Understanding basic grammar appropriate to the language being studied.</li> <li>• Presenting ideas and information orally.</li> <li>• Reading carefully and show understanding of words, phrases and simple writing.</li> </ul>
PSHE	<p>Through circle time and other activities, children will explore the theme of health and what contributes to a healthy lifestyle: such as good quality sleep, everyday hygiene routines and the benefits and risks of sun exposure.</p> <p>For our RSE learning, children will respond to a wide range of emotions in themselves and in others. Children will also reflect on how their body has changed and anticipate body changes in the future.</p> <p>Children will also focus on the theme of bullying further into the Autumn term, where they will learn the importance of seeking support and strategies for recognising and managing peer influences.</p>
Online-Safety	<p>E-Safety will have two afternoons to cover different topics:</p> <ul style="list-style-type: none"> <li>• <b>Lesson 1 Rings of Responsibility</b> - Pupils and students explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens.</li> <li>• <b>Lesson 2 Private and Personal Information</b> - How can you protect yourself from online identity theft? Pupils and students think critically about the information they share online.</li> </ul>

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<b>Subject</b>	<b>Learning</b>
<b>Learning Outside the Classroom</b>	We will visit Ferry Meadows, to examine the Roman site there.

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