

<p><b>Geography / History</b></p> <p>As Historians, we will be learning about The Romans. We will be looking at images, quotes and sort them in chronological order. We will use online resources to research about Roman occupancy. Also, will use drama to re-enact Boudicca's rebellion against the Roman Empire. We will study Roman maps and roads and then create our very own Roman settlement by drawing road layout and placing the features of the town appropriately. We will draw comparisons of the Roman's time in Britain and some of the things we still sue today.</p>	<p><b>Maths</b></p> <p>As mathematicians, we will be learning how to subtract 4-digit numbers with and without exchange. The children will be using formal written methods to show their working out. Manipulatives such as dienes and place value counters will be used to show the exchanges. We will then look at perimeters and how to count them on a grid. We will use cubes to help us count rectilinear shapes on a grid and then move on to perimeter without a grid. We will also look at multiplication and division, using formal written methods including arrays and groupings. We will use familiar mathematical vocabulary and use these in context.</p>	<p><b>Science</b></p> <p>As scientists, we will identify the teeth in our mouth. We will learn the names and functions of these teeth and compare them to other animals. We will draw and label diagrams and look at 3D models to really understand how baby teeth become adult teeth. We will use tables to record our findings from investigations and then transfer these on a bar chart. We will analyse the data in the bar chart and draw conclusions. We will carry out fair tests using eggs and a variety of liquid to see the effect sugars have on our teeth. This will be monitored over a number of days and the results analysed. We will then move on to the human digestive system and look at how food is processed and digested inside our bodies. We will carry out investigations and fair tests and draw up conclusions.</p>
<p><b>PE</b></p> <p>As athletes, we will be playing Tag Rugby this term. We will learn about teamwork and cohesion, learning to throw and catch a ball sideways and moving simultaneously whilst throwing a ball. We will learn about tagging and role play this as teams. We will learn about attacking and defending in rugby. Zones will be created, and the attacking team will try and enter this zone whilst the defending team will try and stop them. We will learn how to move and run, in and out of cones to improve agility and speed and work on various other rugby drills.</p>	<p><b>Learning in Year 4</b></p> <p><b>Term 2</b></p>	<p><b>Art / DT</b></p> <p>As artists, we will look at various artists that have drawn still life images. Our focus artist for this term is Paul Gauguin. We will look at his work and analyse the colour he sued in his still life paintings of fruits and vegetables. We will compare his work to other similar artists. We will take a deep dive into warm and cool colours and the variety of options available. We will try to understand the choices artists make when coming across these colours. We will use different pencils to shade tones and show three dimensional just like our focus artist.</p>
<p><b>Computing</b></p> <p>As technicians, we will first look at online bullying and the impact it has on its victims. We will look at appropriate strategies of how to safeguard ourselves and others whilst using devices. We will</p>	<p><b>English</b></p> <p>As Readers and Writers, we will look at a core text this term called How to Train Your Dragon. In Reading, we will use this text to answer retrieval and inference style questions. We will dissect the</p>	<p><b>RE / PSHCE</b></p> <p>In RE, we will compare the ideas about God. We will share our thoughts as a class and understand that other people have different opinions about God. We will look closely at Hinduism and how</p>

then move onto creating media work using digital photos. We will try and understand why some images are changed and what effect this has. Using Pixabay, we will select a variety of images to work with. We will also look at changing the composition of images using the crop button. We will discuss our choices, and this enhances the image. We will discuss and share ideas as to how images are changed for different uses, Using Paint.net, we will use a variety of tools to change our images either by colour, tone or brightness.

vocabulary and understand why certain words are used context.

In Writing, we will look closely at the Viking era and how this impacts the book. We will study the characters and their behaviour, motives and role play scenarios. We will look at the plot within the narrative and create a knowledge organiser based on everything we have learnt. We will look at dialogue and how it advances the action and also look at speech marks. In Grammar, we create our own expanded noun phrases with a prepositional phrase and look at simple and compound sentences. Using our checklist of features, we will write our very own chapter of a narrative continuing from our core text. We will then move on to instructional writing and look at the features and structure including imperative verbs, The children will understand the purpose of a text and use role play to showcase their very own set of instructions.

Hindus express their ideas about God. We will look at the importance of the Aum symbol and study the various Gods. We will also look at shrines at home and why they are important for Hindus. We will look at artefacts and identify the different items in a shrine and then create a modelled version of our own. Finally, we will choose an aspect of Hindu worship studied over the unit and create an information leaflet/presentation, displaying our knowledge of what has been learnt.

In PSHCE, we will look at assumptions we make based on what people look like. The children will do a variety of activities based on this and understand that assumptions are based on things which influence us. We will discuss these influences. We will then move on to bullying and look at how bullying impacts a witness who has watched someone get bullied. We will look at case studies and stories and share our own thoughts and experiences. We will also look at various bullying situations and act out problem solving ideas in small groups.