

**Teaching – Lesson & Skills Content**

**Year Group** 4 and (5)

**Start date** 04/09/17

**End date** 20/10/17

**Scientific Enquiry**

**Sound**

- \* What is sound? Which sounds do we like/dislike? True or false quiz?
- \* What are the meanings of key words such as wave, vibration, volume, tone, pitch etc?
- \* Exploring sources of sound; how is it sent and how is it received? How does a radio work?
- \* H/W research: The speed of sound and how it could be tested
- \* Which materials transmit sound better than others? Balloon investigation and yoghurt pot telephones
- \* How could we best soundproof a box
- \* What affects the pitch of a musical instrument?
- \* What is the human ear like and how does it work?
- \* Summary comprehension based assessment

**Computing**

**e-Safety**

- \* Internet safety display
- \* Discussing CEOP video material
- \* Create a 'how to be safe online' presentation
- \* Being safe online using mobile phones and multimedia devices
- \* Talking through an algorithm; what will happen next?
- \* Flashcards for algorithms; getting up and going to school; favourite pop songs
- \* Jam Sandwich; writing clear, concise and precise instruction algorithms.

**History**

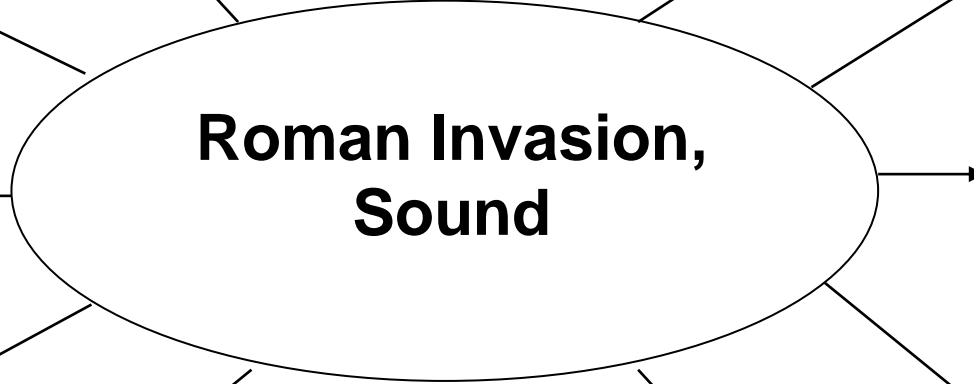
- \* Chronology: Place of the Romans and Ancient Britons in historical timeline; illustrated timeline of key events in Roman Britain
- \* Who were the Celts and where did they live?
- \* Celtic or Roman? (comparison of clothing, homes, settlements, religion, art etc)
- \* Celts or Romans? Who were the better soldiers?
- \* How did the Roman invasion take place? (examining sources of evidence)
- \* Who was Julius Caesar; sketching and profiling
- \* Investigating and reporting the Boudicca Rebellion of 61AD
- \* Visiting the Roman Baths
- \* Artwork; designing coins, jewellery, mosaics, 3D characters
- \* Play script; What have the Romans done for us? Considering the legacy of Rome.

**Geography**

- \* Mapping the Roman Empire and Roman Britain
- \* Atlas work; finding towns and cities with Roman and Celtic origins
- \* Which modern day countries and cities were in the Roman Empire?
- \* How did the Romans get to Britain?
- \* Where in Britain did the Romans build towns and roads?
- \* Where did the Boudicca Rebellion take place?
- \* Where is Dartmoor and what are its main features? (Friend or Foe setting)
- \* Which route would you take to travel to Dartmoor from London?

**Art & Design**

- \* Roman mosaics
- \* Roman urban frieze, class project
- \* Creating Roman 3D characters
- Pottery; statues, amphorae and coins
- Roman style portraiture.
- WW2 evacuation posters.



**Design Technology**

- Design and Build a Guy
- Making Roman helmets
- Roman Cookery; Columnella Salad, Sweet Honey Cakes
- Making yoghurt pot and string telephones

### Music

#### **Exploring Rhythm Patterns**

- \*Identifying rhythm patterns,
- \*Improvising and performing rhythm patterns,
- \*Playing a melody using simple percussion instruments,
- \*Performing rhythms to a backing track,
- \*Performing a rap
  
- \* Performance singing; Harvest Service

### PE

#### **\* Dance**

Developing balance, awareness of space, agility, strength, flexibility, interpretation of mood, beat and rhythm of music, working with a partner and within a team.

#### **\* Handball**

Developing skills in terms of:  
Passing and throwing,  
Awareness of space,  
Movement off the ball,  
Communication.

### French

\*Les introductions; Je m'appelle, Quel âge as-tu, où habites tu? etc

\*Les membres de la famille et les animaux domestiques

\*Le corps ; les noms des parties

\*Les chiffres, un à vingt

\*Les choses que j'aime

### PSHE & Citizenship

**New Beginnings:** The theme offers children the opportunity to see themselves as valued individuals within their community and to contribute to shaping a welcoming, safe and fair learning community for all. Throughout the theme, children explore feelings of happiness and excitement, sadness, anxiety and fearfulness, and learn shared models for 'calming down' and 'problem solving'