

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE:		YEAR GROUP: 4	DATE: Autumn 1
Where do you belong?	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES	
	Week 1 : Being in Yr 4 Week 2: Guest Speaker - What it is like to move to a new place in the World? Week 3: Learning walk to look at mosaics Week 4: Classroom invasion by Year 5 children Week 5: Make Roman Shield Week 6: Story Telling session of the Story Boudicca Week 7: Roman army tactics. Week 8: Toga Party (inc food)	LC1 Getting to know you (Place Value) LC2 What makes me, me? (Addition and Subtraction) LC3 What makes me, me? (Addition and Subtraction) LC4: What is it like to be invaded? (Hot & New Cold Task) (Multiplication & Division) LC5: Why were the Romans so powerful? (Multiplication & Division) LC6: Who was Boudicca and why did she become so famous? (Decimals) LC7: What did we learn from them/Why were they so successful? (Statistics) What legacy did the Roman's leave behind? LC8: What was Roman family life like/how is it different to yours? (Shape and space)	

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations	At Expectations	Exceeding Expectations
Geography	Where the Romans came from? Why would a group of people want to move house? Push and Pull factors (family growth, jobs etc)	Geographical Enquiry <ul style="list-style-type: none"> Locate Italy and England on a World Map 	Geographical Enquiry <ul style="list-style-type: none"> Use maps, atlases, globes and digital technology to locate countries. Can they find the same place on a globe and in an atlas? Can they accurately measure and collect information (rainfall) 	Geographical Enquiry <ul style="list-style-type: none"> To identify place names which relate back to Roman times and find examples in our locality.
Science	Sound (through Violin lessons and music appreciation)	<ul style="list-style-type: none"> Can they describe a range of sounds and explain how they are made. Can they compare sources of sound and explain how the sounds differ (diff btw a cello and violin) Recognise that sounds get fainter as the distance from the sound source increases 	<ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating (stringed instrument vibrations) Find patterns between the volume of a sound and the strength of the vibrations that produced it Sound (Peter and the Wolf tape) Can they explain how to change a sound (louder/softer)? Can they recognize how vibrations from sound travel through a medium to an ear? Can they explain how to change the pitch of a sound?	<ul style="list-style-type: none"> Can they explain how pitch and volume can be changed in a variety of ways
History	Where did the Romans come from? Why were the Romans invading Britain? What is it like to be invaded? Why were the Roman's able to invade Britain?	Historical Enquiry <ul style="list-style-type: none"> Can they research specific event from the past? Can they use various sources to piece together information about a period in history? Chronological Understanding <ul style="list-style-type: none"> Can they place periods of history on a timeline Can they describe events and periods using the 	Historical Enquiry <ul style="list-style-type: none"> Can they research two versions of an event and say how they differ? Can they give more than one reason to support a historical argument? Chronological Understanding <ul style="list-style-type: none"> Can they plot history on a timeline using 	Historical Enquiry <ul style="list-style-type: none"> Can they independently or as part of a group present an aspect they have researched about a given period of history using multimedia skills when doing so. Chronological Understanding <ul style="list-style-type: none"> Can they use their mathematical skills to help

	<p>The Roman Empire and its impact on Britain</p> <p>Julius Caesar's attempted invasions</p> <p>Successful invasion by Claudius and the conquest including Hadrian's Wall</p> <p>British resistance - Boudicca</p>	<p>words: BC, AD and decade?</p> <ul style="list-style-type: none"> • Can they describe events from the past using dates when things happened? <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Can they suggest why certain people acted as they did in history? 	<p>centuries?</p> <ul style="list-style-type: none"> • Can they use their mathematical skills to round time differences into centuries and decades? <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Can they explain how events in the past have helped to shape our lives? • Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences. • Do they know that people in the past cooked and travelled differently and used different weapons? 	<p>them work out the time differences between certain major events in history? (how far apart are failed invasions)</p> <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Do they appreciate that food people ate was different due to the availability of food. • Do they appreciate that weapons will have changed by the development and inventions that would have occurred during a given time period. (compare weapons of Celts and Romans)
Computing	Hopscotch - programming	See Rising Stars Curriculum Pack and weekly planning		
RE	<p>What are the rules?</p> <p>Why are rules important?</p> <p>What are the rules or precepts for <i>two religions represented in our community</i>?</p> <p>Can we re-tell the story of Moses and the ten commandments?</p> <p>Can we re-tell a story from <i>another religion</i> about rules or guidance on how to live with and how to respond to others?</p> <p>What are moral values?</p> <p>Can we compile our own list of moral rules?</p>	<p>Gain and Deploy Skills</p> <ul style="list-style-type: none"> • Can they represent other's views on the same? 	<p>Gain and Deploy Skills</p> <ul style="list-style-type: none"> • Can they discuss and represent their own views on challenging questions about meaning, purpose and truth? • Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all? • 	<p>Gain and Deploy Skills</p> <ul style="list-style-type: none"> • Do they respond thoughtfully to ideas about community, values and respect?
Art/Design/Music	Arts week, skills linked to specific artists	<p>Collage</p> <p>Can they cut very accurately?</p> <ul style="list-style-type: none"> • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage? <p>Knowledge</p> <p>Can they explore work from other periods of time?</p>	<p>Collage (Mosaics)</p> <ul style="list-style-type: none"> • Can use ceramics to produce a piece of art (mosaics) <p>Sketch Books (Personal Montage)</p> <ul style="list-style-type: none"> • Can produce a montage about themselves (A4 paper as challenge - to be transferred from display into sketch books) <p>Knowledge / Collage (Celtic Patterns - use of string etc)</p> <p>Can they explain art from other periods of history?</p> <p>Can they combine visual and tactile qualities?</p>	<p>Sketch Books</p> <ul style="list-style-type: none"> • Do they keep notes in their sketch books as to how they might develop their work further?
Design and Technology	Design and make Roman Shields	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Do they use the most appropriate materials? • Can they work accurately to make cuts and holes? • Can they join materials? 	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Can they measure carefully so as to make sure they have not made mistakes? • How have they attempted to make their product strong? 	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Are their measurements accurate enough to ensure that everything is precise? • How have they ensured that their product is strong and fit for purpose?

DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)

- Reading**
- Word Reading**
- Apply phonic knowledge and skills to read unfamiliar words.
 - Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Develop pleasure in reading, motivation to read, vocabulary and understanding.**
- Orally re-tell some of the above stories.
 - Know and recognise some of the literary conventions in text types covered.
 - Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Understand what they read in books they can read independently**
- Discuss responses to text.
 - Ask questions to improve understanding of a text.
 - Predict what might happen from details stated and deduced information.

- Writing:**
- Genres -**
- Letter Writing (Hot Task - Write a letter of complaint to Yr6's regarding class invasion)**
Grammar Level Work
Use of modal verbs: I might join you for dinner
Well-organised in paragraphs which indicate a change in time or place
- Newspaper reports (Hot Task - Write a newspaper report recounting Boudicca's revolt)**
Grammar Level Work
- Punctuation**
Use of inverted commas and other punctuation to indicate direct speech
Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)
- Oracy Objectives:**
- Talk and listen confidently in a wide range of contexts
 - Ask questions to clarify and develop understanding
 - Show they have listened carefully through making relevant comments

Writing Objectives:

Transcription

Know how to spell

- Words with additional prefixes and suffixes and understand how to add them to root words. -ation - ous - ion - ian
- Spell identify commonly misspelt words from Y3&4 word list4

Apply Spelling rules and strategies

- Identify the root in longer words

Handwriting

- Practise and develop fluency

Composition

Plan Writing

Choose a planning format relevant to the text type
Look at and discuss models of writing of the text type, purpose and audience to be written. Noting

- Structure
- Grammatical features
- Use of vocabulary

Draft and Write

- Make careful choices about vocabulary used

NUMERACY (including non-negotiables)

- Week 1 - Place Value
Week 2 & 3 Addition and Subtraction
Week 4 & 5 Multiplication & Division
Week 6 Decimals
Week 7 Statistics
Week 8 Shape and Space

Non Negotiables

- Count from 0 in multiples of 6, 7, 9, 25 and 1000; find 1, 10, 100 or 1000 more or less than a given number.
- Add and subtract numbers mentally, including: a four-digit number and ones, a four-digit number and tens, a four-digit number and hundreds, four digit number and thousands.
- Recall & use \times and \div facts up to 12×12 .
- Write and calculate statements for \times and \div using all tables, including for $TU \times U$ using mental and progressing to formal written methods
- Counting backwards through zero to include negative numbers
- Count up and down in tenths and hundredths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Tell and write the time from an analogue and digital clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Read Roman numerals to 100 (I to C)
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events, [for example to calculate the time taken by particular events or tasks.]

	<ul style="list-style-type: none"> • Write a non-narrative using organizational devices appropriate to the text type <p>Evaluate and Edit</p> <ul style="list-style-type: none"> • Make improvements by proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences. • Proof read and share work 	
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SCHOOL VALUES				
<p>LEARN TO LEARN SKILLS We will develop our Learn to learn skills by: Introduce Brain, Book, Buddy, Boss</p> <p>Self-Manager (week 0 & 1)</p> <ul style="list-style-type: none"> • Organise themselves and work out goals and priorities • Show personal responsibility, initiative, creativity and enterprise • Commit themselves to learning and self-improvement • Respond positively to change • Enjoy challenges, especially open ended or deeper thinking ones. 	<p>ENVIRONMENT (including outdoor learning) Outdoor learning in maths Drill training outside in the playground Exploring mosaics within our school grounds</p>	<p>ENTERPRISE</p>	<p>COMMUNITY</p> <ul style="list-style-type: none"> • Inviting a speaker from the local community 	<p>ORACY / PRESENTATION</p> <ul style="list-style-type: none"> • Present what they have found out about the Romans before the Toga Party • Performance Poetry