



Tenterden Primary Federation

Year 4 Term 2



History - Why did the Romans settle in Britain?

I can explain the meaning of empire and invasion.
I can understand the chronology of the Roman invasion of Britain.
I can identify the consequences of the Roman invasion.
I can create an interpretation of Boudicca using sources.
I can explain why the Romans needed a powerful army.
I can identify a soldier's equipment.
I can explain how the Roman army was organised and perform simple manoeuvres and drills.
I can make observations about an artefact.
I can explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

Science - Living things and their habitats

I can identify common appliances that run on electricity
I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
I can 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
I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
I can recognise some common conductors and insulators, and associate metals with being good conductors

Dt- Structure(Pavillion)

I can explore frame structures
I can design a pavilion
I can build a frame structure
I can clad a structure

Music- Motifs (The Romans)

I can learn a new song, singing in time and in tune while following the lyrics.
I can identify motifs aurally and play a repeated pattern on a tuned instrument.
I can create and perform a motif, notating it with reasonable accuracy.
I can transpose my motif, using it with reasonable accuracy.
I can transpose my motif, using sharp or flat notes where necessary and change the rhythm.
I can combine different versions of a musical motif and perform as a group using musical notation.

Computing- Sound

I can identify that sound can be recorded.
I can explain that audio recordings can be edited.
I can recognise the different parts of creating a podcast project.
I can apply audio editing skills independently.
I can combine audio to enhance my podcast project.
I can evaluate the effective use of audio.

PSHE - Health and Wellbeing

I can identify and share key facts about dental health.
I can describe a calm place that helps me to feel relaxed.
I can describe how I feel when I make a mistake and explain what can be learned from making mistakes.
I can write or describe my strengths and how I could use these in school.
I can describe what makes me happy, suggesting how I could work towards this as a goal.
I can explain that there are some things I can control and others I cannot.
I can understand the range of emotions we can experience.
I can understand what mental health is and that sometimes people might need help.

RE – Incarnation- What is the Trinity?

I can identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.
I can offer suggestions for what texts about God might mean.
I can give examples of what the texts studied mean to some Christians.
I can describe how Christians show their beliefs about God the Trinity in the way they live.
I can make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.

PE – Dance

I can copy and create actions in response to an idea and be able to adapt this using changes of space.
I can choose actions which relate to the theme.
I can develop a dance using matching and mirroring.
I can learn and create dance moves in the theme of carnival.
I can develop a carnival dance using formations, canon and unison.
I can develop a dance phrase and perform as part of a class performance.

French: Portraits

I can remember and pronounce some of the new words, recognising that some are masculine and take un, some feminine and take une and some are plural and take des.
I can understand how to convert the indefinite article to a possessive adjective.
I can correctly identify items of clothing based on the written word.
I can say the words for items of clothing with accurate pronunciation.
I can put the colour adjective after the noun.
I can make an intelligible attempt to spell new words.
I can write accurately using a support and the correct form of the adjective in the correct position.
I can say a sentence using J'aime or Je n'aime pas.
I can use il/elle correctly and put the adjective in the correct position in relation to the noun.
I can put the right agreement on the adjective where relevant.

British Values Focus: Tolerance