

# Hallbrook Curricular Plan



**In Computing we will know...**

**Online safety**

- ✓ I know and describe strategies for keeping personal information private, depending on context.

**Programming B – Repetition in games**

- ✓ I know how to develop the use of count-controlled loops in a different programming environment.
- ✓ I know how to use infinite and count-controlled loops in a program.
- ✓ I know how to modify loops to produce a given outcome.
- ✓ I know how to develop a design that includes two or more loops which run at the same time.
- ✓ I know what the outcome of a repeated action should be.
- ✓ I know how to modify an infinite loop in a given program.
- ✓ I know how design and create a project that included repetition.

**In Art we will know...**

- ✓ I know how to make art from recycled materials to create **Roman Forums, Colosseums and Amphitheatres.**
- ✓ I know how to recreate a pattern found in the natural world and use this in when designing a **uniform for a Roman soldier.**

**In French we will know...**

**Raconte-moi une histoire (Tell me a story)**

- ✓ I listen to and appreciate French stories.
- ✓ I know how to answer simple questions and give basic instruction e.g. characters in a familiar story.
- ✓ I know a few lines from a story, poem or song with good pronunciation.
- ✓ I know how to follow and respond to a wider range of classroom instructions.
- ✓ I know how to write one or two short sentences with support e.g. a model to fill in the words on a simple form. E.g. character description.
- ✓ I know how to spell some commonly used words correctly.
- ✓ I know how to write adjectives in the correct order.
- ✓ I know some basic grammar appropriate to the language being studied: gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns, verbs - 1st, 2nd 3rd persons in questions and answers.

**In Geography we will know...**

- ✓ I can locate Italy on a World map

**We will include British Values by...**

**Whole school focus on All different, All welcome**

**We will focus on these Character muscles...**

**Cooperation  
Empathy  
Teamwork**

**How did Britain change under Roman rule?**

**Year 4**

**Our WOW starter - Have a Roman Day**

**We will enrich the topic by: Visiting the Jewry Wall museum or Lundt Roman fort**

**In Science we will know...**

**Animals including humans**

- ✓ I can investigate where our food goes after it has been eaten.
- ✓ I can identify the different teeth that humans have.
- ✓ I can identify the different types teeth that humans have and I understand their functions.
- ✓ I can construct food chains and webs for a particular habitat.
- ✓ I can construct food chains for some animals living in the African grasslands.
- ✓ I can describe how food is broken down in the digestive system.
- ✓ I can describe the simple functions of the basic parts of the digestive system in humans.

**In History we will know...**

**Roman Britain**

- ✓ I know the chronology of the Romans and when it happened compared to other historical periods I have learnt about.
- ✓ I know how Britain changed from the Iron Age to the end of the Roman occupation.
- ✓ I know that Julius Caesar was the best-known Roman leader and led the invasion on Britain.
- ✓ I know how the Romans left their mark on Britain leaving us new towns, plants, animals, religion, and ways of reading and counting, calendars and archaeological remains such as the roman baths in Leicester.
- ✓ I know that Boudicca was a queen of the British Celtic Iceni tribe who led an uprising against the occupying forces of the Roman Empire.
- ✓ I know how to use sources of information and artefacts to describe a way of life during the Roman times e.g. food, clothes, entertainment, leisure.
- ✓ I know how to use their mathematical skills to round up time differences into centuries and decades from the Roman period.
- ✓ I know that wars have happened a very long time ago and were often associated with invasion, conquering or religious differences, including during the Roman period.

**In PSHCE we will know...**

**Economic Wellbeing 2 Financial Capability FC**

- ✓ I know how do we receive money through a variety of means, including paid work.
- ✓ I know how to keep money safe, including saving it.
- ✓ I know there are some of the ways we use money can make it grow or involve risk.
- ✓ I know why we make choices about spending for many different reasons.
- ✓ I know how do the choices we make affect us, our communities and the wider world.
- ✓ I know how to we begin to understand and manage the sometimes uncomfortable and why our feelings about money change.
- ✓ I know money may have different values and meaning to different people at different times and in different cultures.
- ✓ I know what a charity is and how do they work of a charity and why we might need it.
- ✓ I know how we manage money effectively in real life situations.

**Our non-linked subjects**

**In Music we will know...**

**Unit 3 – Rhythm**

- ✓ I know how to create and perform different rhythms and play them confidently within a set structure.
- ✓ I know how to confidently maintain an independent part while playing an instrument in a small group
- ✓ I know how to perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse
- ✓ I know how to use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.
- ✓ I know how to assess musical performances, offering constructive feedback on my own and others' work.

**Recorders**

- ✓ I know how to play note 'd, e, b, a, g'
- ✓ I know how to play 'Fandango' and 'Chatter with the Angels' by reading musical notation.

**In PE we will know...**

**Dance - Romans**

- ✓ Know how to confidently improvise with a partner or on their own
- ✓ Know how to begin to create longer dance sequences in a larger group
- ✓ Know how to demonstrate precision and some control in response to stimuli
- ✓ Know how to begin to vary dynamics and develop actions and motifs
- ✓ Know how to demonstrate rhythm and spatial awareness
- ✓ Know how to modify parts of a sequence as a result of self-evaluation
- ✓ Know how to use simple dance vocabulary to compare and improve work

**Striking and Fielding**

- ✓ Knows how to show confidence in using ball skills in various ways, and can link these together e.g. dribbling, bouncing
- ✓ Know how to use skills with co-ordination, control and fluency
- ✓ Knows how to take part in competitive games with an emerging understanding of tactics and composition
- ✓ Knows how to create their own games using knowledge and skills
- ✓ Knows how to work well in a group to develop various games
- ✓ Begin to know how to compare and comments on skills to support creation of new games
- ✓ Knows how to make suggestions as to what resources can be used to differentiate a game
- ✓ Knows how to apply basic skills for attacking and defending

**In RE we will know...**

**What can we learn from religions about deciding what is right and wrong?**

- ✓ I can give examples of rules for living from religions.
- ✓ I can suggest ways in which they might help believers with difficult decisions.
- ✓ I can make connections between stories of temptation and why people can find it difficult to be good.
- ✓ I can give examples of ways in which some inspirational people have been guided by their religion.
- ✓ I can discuss my own and others' ideas about how people decide right and wrong.