**History**

\*Pupils can use historical language to communicate ideas.

\*Pupils can create a timeline of significant Roman events (100BC – 410AD)

\*Pupils can identify different example of types of sources.

\*Pupils can understand more complex abstract concepts.

**Geography**

\*Pupils can know about the local area and begin to appreciate the importance of wider geographical location in understanding places.

\*Pupils can begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.

\*Pupils can use fieldwork to observe, measure record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Music**

\*Pupils will learn to develop/improvise rhythmic patterns.

\*Pupils will learn how the above can be shown as symbols.

**Science**

\*Pupils can identify common appliances that run on electricity.

\*Pupils can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

\*Pupils can identify whether a lamp will light in a simple series circuit.

\*Pupils can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series.

\*Pupils can recognise some common conductor and insulators and associate metals with being good conductors.

\*Pupils can work scientifically.

\*Pupils can compare and group materials together according to whether they are solids, liquids or gases.

\*Pupils can observe that some materials change state.

\*Pupils can identify the part played by evaporation and condensation in the water cycle.

**Year 4**

**Autumn 2016**

**Why were the Romans so powerful and what did we learn from them?**

**Art**

\*Pupils will experiment with line, tone and shape.

\*Pupils will explore the effect on paint of adding water, glue, sand a sawdust.

\*Pupils will show an awareness of texture, form and shape by recreating an image in 3D form.

**Physical Education**

\*Pupils will learn about and develop their skills in football.

\*Pupils will learn about and develop their skills in dance.

**Design Technology**

\*Pupils will understand that to be active and healthy food and drink are needed to provide energy for the body.

\*Pupils will develop a clear idea of what has to be done, planning how to use materials, equipment and suggesting alternative methods of making, if the first attempt fails.

\*Pupils can select appropriate tools and techniques for making their products.

\*Pupils can join and combine materials and components in temporary and permanent ways.

\*Pupils can evaluate products.

**Religious Education**

\*Pupils will learn about and develop their understanding of Christianity.