

## Year 4 Blended Learning Curriculum

Remote learning will be planned for the academic year 2020-21. Remote learning will be provided in cases where schools are instructed to close or individual students are having to self-isolate.

The ATLP will use where possible lessons from the Oaks National Academy to provide students with appropriate remote learning, The Oaks programme for learning for each subjects has been reviewed and matched to our ATLP primary knowledge engaged curriculum.

In cases of whole school closure or whole classes having to isolate, students will be directed to the series of Oaks lessons below that aligns best with the long term plan for a subject, or schools might look to supplement these with recorded lessons. In cases of individual students having to self-isolate, teachers need to identify the lesson(s) to be taught in class (referenced from the ATLP medium term plans). Using the menu of Oaks lessons below, the lesson(s) that most appropriately match the content that is to be delivered in class will be selected. The link to this lesson can then be provided to the student[s] so that they can access and follow the lesson in-line with the timetable of lessons set by the school for that student[s]. The map below illustrates the ATLP curriculum with the Oak Units highlighted in yellow.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Sound and Electricity Sound Electrical circuits		States of matter States of Matter		Living things and their habitats (including humans) Ecosystems Human Anatomy	
Geography	Countries of Europe – focus on Italy (UK comparison)		Economic activity – with a focus on Italy (comparison with the UK)		The Water Cycle	
History	Roman Empire Roman Britain		Saxons and Vikings		Saxons and Vikings	
Music (Oak only)	Music with a strong pulse	Timbre	Rhythm	Pitch	Structure	Musical Processes
RE	Rules for living found in sacred writing Islam	Religious practices in the home	Symbols, actions and gestures used in worship	Features of key religious festivals and celebrations	Faith stories about the beginning of the world	The lives of key religious figures
RHE (units for KS2)	All around me	Keeping safe	Eat well, live well!	Yes! It's our world, our wonderful, wonderful world.	Come to my aid!	Money matters
PSHE (units for KS1)	Being the Prime Minister		TBC		TBC	
Computer Science						

## English Oak Curriculum

<https://teachers.thenational.academy/subjects/english/key-stages/key-stage-2>

For English at EYFS, KS1 and KS2 we have organised units to ensure a balance of coverage and progression across the year, incorporating key knowledge and skills relating to Phonics, Reading, Writing, Grammar and Spelling. Oracy underpins teaching in all units. All elements of English are embedded within the units, rather than being taught as separate strands. We will offer suggested sequences to ensure logical progression and development of knowledge and skills. The curriculum reinforces the reciprocal relationship between Reading and Writing. Although some phonics practice is embedded, Oak is not providing a phonics programme.

English at KS2 comprises several elements that complement each other, and can work together or discretely. These are Writing, Reading, Spelling, Grammar and Vocabulary.

Reading units are 5 day units centred around a specific text, author or genre. These are primarily reading focused. Some of these units link to writing units. However, they are designed to be accessed discretely. Reading is also taught and reinforced through the writing units.

Writing units are centred around a specific text or theme. The units also incorporate the other skills and knowledge within the wider English curriculum: Reading, Grammar, Spelling and Vocabulary building. They build towards written outcomes with a focus on writing for purpose. The writing units are generally in blocks of 2-3 weeks, building towards a written outcome of a specific text type. Within this period, there are at least 6 lessons centred around the text/theme alongside 2 spelling lessons, a linked grammar lesson and a linked vocabulary lesson. Texts/themes may have between 1-3 blocks relating to a specific written outcome. These can be accessed in isolation – however, pupils will benefit the most, if they begin the first block within a unit as they will get to know the context better.

Spelling units are organised into 5 blocks of 2 lessons per term: the first lesson teaches the explicit spelling objective and the second lesson provides opportunities to practise and apply this knowledge and a test. The test takes place at the end of the lesson so that it can be viewed at a later date. There are 10 lessons each term. These align with objectives set out by the National Curriculum. The spelling lessons take place on Tuesdays within the writing units, however, they can be selected by unit in order for teachers, parents or pupils to match their own curriculum requirements. Key stage specific spelling knowledge is also applied and reinforced throughout writing units.

Grammar is taught and reinforced continually through writing and reading units. However, there are 5 lessons per term that can also be accessed discretely – where a teacher might want to direct pupils to practise a specific objective – or address a specific gap in knowledge.

Year group	Unit title	Length of unit	Prior knowledge required/ links to teaching units
<b>Writing units -</b> Incorporating Shared Reading, Grammar, Spelling and Vocabulary Building			
Year 4	Angler Fish - Non chronological report	20 lessons (4 weeks)	N /A <a href="https://teachers.thenational.academy/units/angler-fish-non-chronological-report-217f">https://teachers.thenational.academy/units/angler-fish-non-chronological-report-217f</a>

Year 4	The Robin - Narrative writing	20 lessons (4 weeks)	N / A <a href="https://teachers.thenational.academy/units/the-robin-narrative-writing-edb9">https://teachers.thenational.academy/units/the-robin-narrative-writing-edb9</a>
Year 4	A Christmas Carol - Narrative writing	15 lessons (3 weeks)	N / A <a href="https://teachers.thenational.academy/units/a-christmas-carol-narrative-writing-ba9f">https://teachers.thenational.academy/units/a-christmas-carol-narrative-writing-ba9f</a>
Year 4	John Lyons - Poetry	20 lessons (4 weeks)	Y4 T1 grammatical knowledge <a href="https://teachers.thenational.academy/units/john-lyons-poetry-358f">https://teachers.thenational.academy/units/john-lyons-poetry-358f</a>
Year 4	Chocolate Making - Explanation writing	20 lessons (4 weeks)	Y4 T1 grammatical knowledge <a href="https://teachers.thenational.academy/units/chocolate-making-explanation-writing-1da5">https://teachers.thenational.academy/units/chocolate-making-explanation-writing-1da5</a>
Year 4	The Borrowers - Narrative writing	15 lessons (2 weeks)	Y4 T1 grammatical knowledge <a href="https://teachers.thenational.academy/units/the-borrowers-narrative-writing-c96c">https://teachers.thenational.academy/units/the-borrowers-narrative-writing-c96c</a>
Year 4	The Jabberwocky - Narrative writing	20 lessons (4 weeks)	Y4 T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/the-jabberwocky-narrative-writing-1bd3">https://teachers.thenational.academy/units/the-jabberwocky-narrative-writing-1bd3</a>
Year 4	Journalistic writing - based on traditional tales	20 lessons (4 weeks)	Y4 T2 grammatical knowledge Coming soon
Year 4	Whale Rider - Narrative writing	15 lessons (3 weeks)	Y4 T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/whale-rider-narrative-writing-3178">https://teachers.thenational.academy/units/whale-rider-narrative-writing-3178</a>
<b>Reading units -</b>			
Year 4	Hidden Depths: Exploring the Deep by Chloe Rhodes	5 lessons (1 week)	N / A <a href="https://teachers.thenational.academy/units/hidden-depths-exploring-the-deep-by-chloe-rodes-f720">https://teachers.thenational.academy/units/hidden-depths-exploring-the-deep-by-chloe-rodes-f720</a>
Year 4	A Christmas Carol by Charles Dickens	5 lessons (1 week)	N / A Coming soon
Year 4	I Was a Rat by Phillip Pullman	5 lessons (1 week)	N / A <a href="https://teachers.thenational.academy/units/i-was-a-rat-by-phillip-pullman-40cb">https://teachers.thenational.academy/units/i-was-a-rat-by-phillip-pullman-40cb</a>
Year 4	There's a Boy in the Girls' Bathroom by Louis Sachar	5 lessons (1 week)	N / A Coming soon
Year 4	Walter Tull's Scrapbook by Michaela Morgan	5 lessons (1 week)	N / A <a href="https://teachers.thenational.academy/units/walter-tulls-scrapbook-by-michaela-morgan-1e50">https://teachers.thenational.academy/units/walter-tulls-scrapbook-by-michaela-morgan-1e50</a>
Year 4	Hansel and Gretel by Anthony Browne	5 lessons (1 week)	N / A Coming soon

Year 4	Reading for Pleasure	3 lessons	N / A
Grammar and Spelling are incorporated into the Writing units. However, these objectives can be pulled out in isolation where needed.			
<b>Grammar units</b> (themed mostly for Sentence, Word and Punctuation across the three terms)			
Year 4	Term 1: Sentence level objectives	5 lessons	Y3 grammatical knowledge <a href="https://teachers.thenational.academy/units/t1-sentence-level-objectives-3f16">https://teachers.thenational.academy/units/t1-sentence-level-objectives-3f16</a>
Year 4	Term 2: Word level objectives	5 lessons	Y4 T1 grammatical knowledge <a href="https://teachers.thenational.academy/units/t2-word-level-objectives-f60c">https://teachers.thenational.academy/units/t2-word-level-objectives-f60c</a>
Year 4	Term 3: Punctuation level objectives	5 lessons	Y4 T1 grammatical knowledge <a href="https://teachers.thenational.academy/units/t3-punctuation-level-objectives-538a">https://teachers.thenational.academy/units/t3-punctuation-level-objectives-538a</a>
<b>Spelling units</b>			
Year 4	Suffixes - Past and present tense	4 lessons	N / A <a href="https://teachers.thenational.academy/subjects/english-spelling/key-stages/key-stage-2">https://teachers.thenational.academy/subjects/english-spelling/key-stages/key-stage-2</a>
Year 4	Suffixes: -ate -en -ify -ise	2 lessons	N / A <a href="https://teachers.thenational.academy/units/suffixes-ate-en-ify-ise-4381">https://teachers.thenational.academy/units/suffixes-ate-en-ify-ise-4381</a>
Year 4	Suffixes: -tion -ity -ness	2 lessons	N / A <a href="https://teachers.thenational.academy/units/suffixes-tion-ity-ness-41c5">https://teachers.thenational.academy/units/suffixes-tion-ity-ness-41c5</a>
Year 4	Suffixes: - tion -cian -sion -ssion	2 lessons	N / A <a href="https://teachers.thenational.academy/units/suffixes-tion-cian-sion-ssion-c644">https://teachers.thenational.academy/units/suffixes-tion-cian-sion-ssion-c644</a>
Year 4	Suffixes: -ous	2 lessons	N / A <a href="https://teachers.thenational.academy/units/suffixes-ous-1b9e">https://teachers.thenational.academy/units/suffixes-ous-1b9e</a>
Year 4	Suffixes: -ial	2 lessons	N / A <a href="https://teachers.thenational.academy/units/suffixes-ial-8520">https://teachers.thenational.academy/units/suffixes-ial-8520</a>
Year 4	Suffixes: -al	2 lessons	N / A <a href="https://teachers.thenational.academy/units/suffixes-al-f5ac">https://teachers.thenational.academy/units/suffixes-al-f5ac</a>
Year 4	Suffixes: -ic	2 lessons	N / A <a href="https://teachers.thenational.academy/units/suffixes-ic-d71d">https://teachers.thenational.academy/units/suffixes-ic-d71d</a>
Year 4	Suffixes: -ary / -ery	2 lessons	N / A <a href="https://teachers.thenational.academy/units/suffixes-ary-ery-4ff6">https://teachers.thenational.academy/units/suffixes-ary-ery-4ff6</a>
Year 4	French-derived sounds - sh (ch) g (gue) k (que)	2 lessons	N / A <a href="https://teachers.thenational.academy/units/french-derived-sounds-sh-ch-g-gue-k-que-7e05">https://teachers.thenational.academy/units/french-derived-sounds-sh-ch-g-gue-k-que-7e05</a>
Year 4	Double consonants	2 lessons	N / A

			<a href="https://teachers.thenational.academy/units/double-consonants-d3e0">https://teachers.thenational.academy/units/double-consonants-d3e0</a>
Year 4	Compound words	2 lessons	N / A <a href="https://teachers.thenational.academy/units/compound-words-cb8a">https://teachers.thenational.academy/units/compound-words-cb8a</a>
Year 4	Homophones	2 lessons	N / A <a href="https://teachers.thenational.academy/units/homophones-d8a4">https://teachers.thenational.academy/units/homophones-d8a4</a>
Year 4	Suffixes: -ate -en -ify -ise	2 lessons	N / A <a href="https://teachers.thenational.academy/units/suffixes-ate-en-ify-ise-4381">https://teachers.thenational.academy/units/suffixes-ate-en-ify-ise-4381</a>

### **Maths Oak Curriculum**

<https://teachers.thenational.academy/subjects/maths/key-stages/key-stage-2>

We strive to support schools by offering a maths curriculum that can fit alongside a range of existing structures. However, complete flexibility over unit ordering is impossible due to the cumulative nature of mathematics and the importance of prior knowledge.

We have grouped lessons into units: coherent sequences of 5 or more lessons. Although each lesson can be accessed individually, explicit connections are made to earlier lessons and later lessons in the same unit. This is because the connections between mathematical concepts are so vital to deepening understanding.

The Department for Education has published a priority curriculum that identifies the most important elements of mathematics and how to build progression in these from Y1 to Y6. These are identified in the curriculum map below so that teachers who are choosing to prioritise the curriculum in order to support recovery from the impact of COVID-19 can identify the priority areas.

<b>Year 4</b>				
<b>Unit title and description</b>		<b>DfE ready-to-progress criteria</b>	<b>Length of unit</b>	<b>Prior knowledge required</b>
<b>Number</b>				
4.1	<b>Reasoning with 4-digit numbers</b> Place value of numbers with up to 4 digits including finding 10, 100 or 100 more or less and rounding numbers.	4NPV-1 4NPV-2 4NPV-3 4NPV-4	10	3.2: <ul style="list-style-type: none"> <li>place value of up to 3-digit numbers</li> </ul> <a href="https://teachers.thenational.academy/units/reasoning-with-4-digit-numbers-ffd2">https://teachers.thenational.academy/units/reasoning-with-4-digit-numbers-ffd2</a>
4.2	<b>Addition and subtraction</b> Explore both mental strategies and formal written methods of addition and subtraction. Solving addition and subtraction problems.		15-20	3.4: <ul style="list-style-type: none"> <li>bar models</li> </ul> <a href="https://teachers.thenational.academy/units/addition-and-subtraction-48c0">https://teachers.thenational.academy/units/addition-and-subtraction-48c0</a>
4.3	<b>Multiplication and division</b>	4NF-3	20	3.6:

	Developing pupils understanding of both mental and written multiplication and division strategies including the formal methods for short division and short multiplication.	4MD–1 4MD–2 4MD–3		<ul style="list-style-type: none"> <li>mental strategies for multiplication and division</li> </ul> <a href="https://teachers.thenational.academy/units/multiplication-and-division-70b8">https://teachers.thenational.academy/units/multiplication-and-division-70b8</a>
4.5	<b>Securing multiplication facts</b> Opportunity for pupils to consolidate their knowledge and conceptual understanding of times tables up to 12 x 12 with specific focus on the 7- and 9-times table.	4NF–1 4NF–1	5	3.12: <ul style="list-style-type: none"> <li>2,3,4,5,6,8 times tables.</li> </ul> <a href="https://teachers.thenational.academy/units/securing-multiplication-and-division-8c5e">https://teachers.thenational.academy/units/securing-multiplication-and-division-8c5e</a>
4.6	<b>Fractions</b> Find equivalent fractions, introduces mixed numbers and improper fractions, add and subtract fractions, calculate fractions of quantities and finally solve problems involving fractions	4F–1 4F–2 4F–3	20	3.9: <ul style="list-style-type: none"> <li>use and compare simple fractions</li> </ul> add/subtract fractions <a href="https://teachers.thenational.academy/units/fractions-ed51">https://teachers.thenational.academy/units/fractions-ed51</a>
4.7	<b>Time</b> Consolidates the use of the 12-hour clock and introduces the 24-hour clock; solving problems in the context of time.		5	3.8: <ul style="list-style-type: none"> <li>tell the time using 12 hour clock and am and pm</li> </ul> <a href="https://teachers.thenational.academy/units/time-aaeb">https://teachers.thenational.academy/units/time-aaeb</a>
4.8	<b>Decimals</b> Understanding the value of tenths and hundredth using a variety of representations; comparing and ordering decimals; rounding decimals and calculating using decimals.		15	<a href="https://teachers.thenational.academy/units/decimals-8526">https://teachers.thenational.academy/units/decimals-8526</a>
4.9	<b>Area and perimeter</b> Exploring perimeter including perimeter of composite rectilinear shapes in mixed units. Introduces area and finding the area of shapes by counting squares, making connections between this and earlier work on arrays and multiplication.		10	4.3: <ul style="list-style-type: none"> <li>arrays</li> </ul> <a href="https://teachers.thenational.academy/units/area-and-perimeter-ea69">https://teachers.thenational.academy/units/area-and-perimeter-ea69</a>
4.10	<b>Solving measure and money problems</b> Applying understanding to a variety of problems.		15-20	3.11: <ul style="list-style-type: none"> <li>metric units of measure</li> </ul> <a href="https://teachers.thenational.academy/units/solving-measure-and-money-problems-2bf5">https://teachers.thenational.academy/units/solving-measure-and-money-problems-2bf5</a>
4.12	<b>Position and Direction</b> Reading and writing coordinates; reading and plotting coordinates of polygons, translation of points.	4G–1	5	<a href="https://teachers.thenational.academy/units/position-and-direction-f7da">https://teachers.thenational.academy/units/position-and-direction-f7da</a>

4.13	<b>Reasoning with patterns and sequences</b> Exploring Roman numerals to 100, negative numbers and number patterns.		10	<a href="https://teachers.thenational.academy/units/reasoning-with-patterns-and-sequences-08fc">https://teachers.thenational.academy/units/reasoning-with-patterns-and-sequences-08fc</a>
4.15	<b>Fractions</b> Naming and comparing unit fractions and non-unit fractions. Generalising about fractions equivalent to one whole. Finding equivalent fractions.	4F-1 4F-2	20	Coming soon
4.16	<b>Taking fractions further</b> Deepening understanding and reasoning with unit and non-unit fractions.	4F-1 4F-2 4F-3	23	Coming soon
<b>Ratio and proportion</b>				
4.15	<b>Working with fractions</b> Naming and comparing unit fractions and non-unit fractions. Generalising about fractions equivalent to one whole. Finding equivalent fractions.	4F-1 4F-2	20	Coming soon
<b>Geometry</b>				
4.11	<b>2-D Shape and Symmetry</b> Identifying angles within shapes; sorting and classifying shapes, exploring symmetry	4G-2 4G-3	15	3.10: identifying right angles, acute angles and obtuse angles. <a href="https://teachers.thenational.academy/units/2-d-shape-and-symmetry-4823">https://teachers.thenational.academy/units/2-d-shape-and-symmetry-4823</a>
4.12	<b>Position and Direction</b> Reading and writing coordinates; reading and plotting coordinates of polygons, translation of points	4G-1	5	<a href="https://teachers.thenational.academy/units/position-and-direction-f7da">https://teachers.thenational.academy/units/position-and-direction-f7da</a>
4.14	<b>3D Shape</b> Exploring the properties of 3D shapes and solving shape problems.		5	<a href="https://teachers.thenational.academy/units/3d-shape-caba">https://teachers.thenational.academy/units/3d-shape-caba</a>
<b>Statistics</b>				
4.4	<b>Interpreting and presenting data</b> Representing data using pictograms and bar charts; exploring time graphs		10	3.1: scales and keys associated with different ways of presenting data <a href="https://teachers.thenational.academy/units/interpreting-and-presenting-data-3c56">https://teachers.thenational.academy/units/interpreting-and-presenting-data-3c56</a>
			Total: 175 (35 weeks)	

## Science Curriculum

<https://teachers.thenational.academy/subjects/science/key-stages/key-stage-2>

For KS2, we have also tried to provide flexibility wherever possible. However, there are more sequencing constraints in this key stage. We acknowledge that the majority of schools would normally be following the national curriculum but that curriculum plans for this year may look different to previous years due to potential missed content in 2019-20. As an example, the 'Plants' unit would align with Year 3 on the national curriculum, but it might be more appropriate for some schools in 2020-21 to teach this in Year 4 if they think these pupils may have missed out on this learning in 2019-20. We understand that each school's science curriculum needs could be quite unique this year and so we have designed units that could be used for multiple year groups. Wherever possible we have tried to assume no prior knowledge but in units where this is not possible (see table in section 2 which details where prior knowledge is required) we will ensure that this knowledge is retaught. The suggested sequence in the table below is just one of many options that schools could consider.

<b>ATLP Science Curriculum YEAR 4</b>	<b>Oak National Academy Unit</b>	<b>Oak Academy Lessons</b>
Sound	Sound	<a href="https://teachers.thenational.academy/units/sound-d324">https://teachers.thenational.academy/units/sound-d324</a>
Electricity	Electrical Circuits	<a href="https://teachers.thenational.academy/units/electrical-circuits-06f7">https://teachers.thenational.academy/units/electrical-circuits-06f7</a>
States of Matter	States of Matter	<a href="https://teachers.thenational.academy/units/states-of-matter-3a2a">https://teachers.thenational.academy/units/states-of-matter-3a2a</a>
Living things and their habitats	Ecosystems	<a href="https://teachers.thenational.academy/units/ecosystems-0008">https://teachers.thenational.academy/units/ecosystems-0008</a>
Animals (inc. humans)	Human Anatomy	<a href="https://teachers.thenational.academy/units/human-anatomy-f968">https://teachers.thenational.academy/units/human-anatomy-f968</a>

## Geography Curriculum

<https://teachers.thenational.academy/subjects/geography/key-stages/key-stage-2>

Our approach to geography is organised through thematic enquiry. This should not be conflated with 'enquiry' or 'discovery' based learning, but is rather an approach to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering a disciplinary appropriate question. As such each unit will be internally coherent, with carefully selected content framed within lesson-specific enquiries (How do the natural resources of Chile and the UK differ?) and overarching unit enquiries (e.g. How is the production and use of resources changing around the world?) Units will make the assumption of no prior knowledge, though references to other units of study will be made where appropriate.



ATLP Geography Curriculum YEAR 4	Oak National Academy Unit	Oak Academy Lessons
Countries of Europe – focus on Italy (UK Comparison)	n/a	
Economic activity -focus on Italy (UK comparison)	n/a	
The Water Cycle	Water, weather and climate	<a href="https://teachers.thenational.academy/units/water-weather-and-climate-4454">https://teachers.thenational.academy/units/water-weather-and-climate-4454</a>
n/a	Migration	<a href="https://teachers.thenational.academy/units/migration-7c41">https://teachers.thenational.academy/units/migration-7c41</a>
n/a	Building Locational Knowledge: Hemispheres and Tropics	<a href="https://teachers.thenational.academy/units/building-locational-knowledge-hemispheres-and-tropics-8c53">https://teachers.thenational.academy/units/building-locational-knowledge-hemispheres-and-tropics-8c53</a>
n/a	Natural Resources	<a href="https://teachers.thenational.academy/units/natural-resources-130e">https://teachers.thenational.academy/units/natural-resources-130e</a>
n/a	Building Locational Knowledge: South America	<a href="https://teachers.thenational.academy/units/natural-resources-130e">https://teachers.thenational.academy/units/natural-resources-130e</a>

## History Curriculum

<https://teachers.thenational.academy/subjects/history/key-stages/key-stage-2>

As the curriculum differs, individual lessons have been broken down to show where each lesson links to the ATLP schemes of work. No other topics match in Oak. There are only 4 KS2 units for History.

Y4 Autumn Term		
How great was the impact of the Roman Empire?		
ATLP Titles	Linked Oaks Unit	Available Oaks Lessons
<ol style="list-style-type: none"> <li>Who were the Romans and where did they come from?</li> <li>What was Britain like before the Romans?</li> </ol>	Roman Empire <a href="https://teachers.thenational.academy/units/roman-britain-9a0e">https://teachers.thenational.academy/units/roman-britain-9a0e</a>	<b>How did the Roman Empire become so powerful?</b> In this lesson, we will learn about how the Roman Empire became so powerful. We will begin by looking at what an empire is and then look at how the Roman Empire first began. Finally, we will learn about how it became the most powerful empire in the western world.

<p>3. How did the Romans conquer Britain?</p> <p>4. How did the Romans benefit from conquering Britain?</p> <p>5. Who was Boudicca and why did she a revolt against the Romans?</p> <p>6. How did the Romans change and control Britain?</p> <p>7. What can we tell about Roman life from their buildings?</p> <p>8. What did the Romans believe?</p> <p>9. How were Roman beliefs similar to the Ancient Greeks?</p> <p>10. Why did the Romans leave Britain?</p> <p>11. Assessment – Who left the greater legacy: the Ancient Greeks or the Romans?</p>		<p><a href="https://classroom.thenational.academy/lessons/how-did-the-roman-empire-become-so-powerful-74u62t">https://classroom.thenational.academy/lessons/how-did-the-roman-empire-become-so-powerful-74u62t</a></p> <p><b><u>What was Britain like before the Romans?</u></b></p> <p>In this lesson we will learn about what life was like before the Romans arrived in Britain. We will also learn about how historians have been able to learn about this period of history.</p> <p><a href="https://classroom.thenational.academy/lessons/what-was-britain-like-before-the-romans-crvkgt">https://classroom.thenational.academy/lessons/what-was-britain-like-before-the-romans-crvkgt</a></p> <p><b><u>How did the Romans conquer Britain?</u></b></p> <p>In this lesson we will learn about how the Romans conquered Britain. We will begin by looking at why Emperor Claudius chose to invade Britain and the key differences between the Roman and Celtic armies. Finally we will look at how the Romans built towns and cities across Britain.</p> <p><a href="https://classroom.thenational.academy/lessons/how-did-the-romans-conquer-britain-6gwk6d">https://classroom.thenational.academy/lessons/how-did-the-romans-conquer-britain-6gwk6d</a></p> <p><b><u>Why did Boudicca lead a revolt against the Romans?</u></b></p> <p>In this lesson we will learn about why Boudicca lead a revolt against the Romans. We will begin by looking at who the Icenii tribe were and then look at how the Romans responded to the death of the Icenii King. Finally, we will find out how Boudicca fought back against the Romans.</p> <p><a href="https://classroom.thenational.academy/lessons/why-did-boudicca-lead-a-revolt-against-the-romans-60v3gc">https://classroom.thenational.academy/lessons/why-did-boudicca-lead-a-revolt-against-the-romans-60v3gc</a></p> <p><b><u>How did the Romans change Britain?</u></b></p> <p>In this lesson we will learn about how the Romans changed Britain. We will begin by looking at how the Romans built roads and then look at how they introduced new methods to keep their towns and cities clean. Finally, we will explore how the Romans governed Britain.</p> <p><a href="https://classroom.thenational.academy/lessons/how-did-the-romans-change-britain-60r3gt">https://classroom.thenational.academy/lessons/how-did-the-romans-change-britain-60r3gt</a></p> <p><b><u>What did the Romans believe?</u></b></p>
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In this lesson we will learn about the religious beliefs of the Romans. We will begin by looking at the similarities and differences between the Romans and the Celts. We will then find out what the Imperial Cult was and finally look at the fascinating story of how Christianity spread across Roman England.

<https://classroom.thenational.academy/lessons/what-did-the-romans-believe-60tp2r>

#### **How were Roman beliefs similar to those of the Ancient Greeks?**

In this lesson we will learn about how Roman beliefs were similar to those of the Ancient Greeks. We will begin by looking at how the Ancient Greeks influenced Roman religion. Finally, we will look at how the Ancient Greeks influenced Roman culture.

<https://classroom.thenational.academy/lessons/how-were-roman-beliefs-similar-to-those-of-the-ancient-greeks-6tgp2c>

#### **Why did the Romans leave Britain?**

In this lesson we will learn about why the Romans left Britain. We will begin by looking at why the Roman Empire was split in two and then explore the reasons why Roman soldiers began to leave Britain. Finally we will look at the different causes of the collapse of the Roman Empire.

<https://classroom.thenational.academy/lessons/why-did-the-romans-leave-britain-71k6cc>

#### **In what ways did life in Britain remain the same after the Roman invasion?**

In this lesson we will learn about the different ways in which life in Britain remained the same after the Roman invasion. We will begin by looking at how normal life continued for many people in Britain and then look at how the invasion changed the lives of the rich. Finally, we will explore how the Roman invasion continues to impact us today.

<https://classroom.thenational.academy/lessons/in-what-ways-did-life-in-britain-remain-the-same-after-the-roman-invasion-74t3ge>

## Music Curriculum

<https://teachers.thenational.academy/subjects/music/key-stages/key-stage-2>

From Key Stage 1 onwards, activities that stimulate more conscious learning are phased in, introducing pupils to the building blocks of music that shape the world around them. Units are considered and connected, and primarily last for half a term to allow pupil's understanding to be secured.

A number of these units can be taught out-of-sequence to allow them to complement schools' existing curricula.

As such we have created a pathway that progressively builds pupils' **musical understanding**, through the development of knowledge (music thinking: knowing 'about') and skills (music making: knowing 'how to') in context. **Knowledge** is broken down into the inter-related dimensions of music : structure, pitch and melody, harmony and tonality, texture, tempo, metre and rhythm, dynamics and articulation, and sonority (performing forces and playing techniques). **Skills** are broken down into performing, composing and critical listening. In addition, pupils will grow their knowledge of the **context** in which the music with which they engage was created and performed. Crucially, it is this combination of knowledge and skills with a growing awareness of context which drives pupils' musical understanding, and their ability to engage creatively

Oak National Academy Unit	Oak Academy Lessons
Pulse and Metre	<a href="https://teachers.thenational.academy/units/pulse-and-metre-28a5">https://teachers.thenational.academy/units/pulse-and-metre-28a5</a>
Timbre	<a href="https://teachers.thenational.academy/units/timbre-5e51">https://teachers.thenational.academy/units/timbre-5e51</a>
Rhythm	<a href="https://teachers.thenational.academy/units/rhythm-4424">https://teachers.thenational.academy/units/rhythm-4424</a>
Pitch	Coming soon
Structure	Coming soon
Musical Processes	Coming soon

## RE Curriculum

<https://teachers.thenational.academy/subjects/religious-education/key-stages/key-stage-2>

RE is made up of a matrix of elements. These include:

- History: For example, being able to understand Christianity requires a knowledge of the historical context of Judaism and Israel.

- Beliefs: For example, the belief by Muslims that Muhammad is the last prophet.
- Practices: For example, the practice of Passover has grown out of the belief that God saved Jews from Egypt.
- Themes: For example, the beliefs and practices of Islam and Christianity and how this impacts contemporary views around Relationships and Family.
- Experiences: For example, how faith communities come together on a day to day basis and share a sense of identity grounded within their religion.

We believe that this offer gives a comprehensive grounding in the major religions and worldviews. However, we are aware that RE is commonly taught for one hour per week, meaning that we will aspire to add at least two additional units in each year group in the coming year. Such units will allow for more thematic approaches and explorations of key religious concepts such as worship, the concept of God, as well as Religion within the United Kingdom today.

Oak National Academy Unit	Oak Academy Lessons
Islam	<a href="https://teachers.thenational.academy/units/islam-f461">https://teachers.thenational.academy/units/islam-f461</a>

## RHE/PSHE Curriculum

<https://teachers.thenational.academy/subjects/rhe-pshe/key-stages/key-stage-2>

The RHE curriculum is interdisciplinary and versatile where key literacy and numeracy skills are interwoven into all planning. It ensures that irrespective of the order of units, pupils will develop subject specific knowledge and skills as they work through the content. The delivery of the lessons and units proposed in this programme will support pupils as they transition back into school life following a prolonged period out of school in the first half of 2020. These units cover all of KS2

The curriculum for RHE is organised by themes and topics. These include:

- *Physical Health*
- *Mental Wellbeing*
- *Growing and Changing*
- *Keeping Safe;*
- *Families and Friendships*
- *Safe Relationships*
- *Respecting Ourselves and Others*

Oak National Academy Unit	Oak Academy Lessons
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All around me	<a href="https://teachers.thenational.academy/units/all-around-me-cd61">https://teachers.thenational.academy/units/all-around-me-cd61</a>
Keeping safe	<a href="https://teachers.thenational.academy/units/keeping-safe-2054">https://teachers.thenational.academy/units/keeping-safe-2054</a>
Eat well, live well!	<a href="https://teachers.thenational.academy/units/eat-well-live-well-7109">https://teachers.thenational.academy/units/eat-well-live-well-7109</a>
Yes! It's our world, our wonderful world	<a href="https://teachers.thenational.academy/units/yes-its-our-world-our-wonderful-world-887a">https://teachers.thenational.academy/units/yes-its-our-world-our-wonderful-world-887a</a>
Come to my aid!	<a href="https://teachers.thenational.academy/units/come-to-my-aid-50d2">https://teachers.thenational.academy/units/come-to-my-aid-50d2</a>
Money matters	<a href="https://teachers.thenational.academy/units/money-matters-a4d3">https://teachers.thenational.academy/units/money-matters-a4d3</a>
PSHE current affairs. Being the Prime minister	<a href="https://teachers.thenational.academy/units/being-the-prime-minister-e2c4">https://teachers.thenational.academy/units/being-the-prime-minister-e2c4</a>
Just say no!	Coming soon