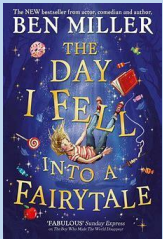










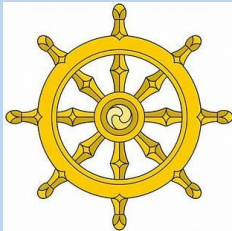
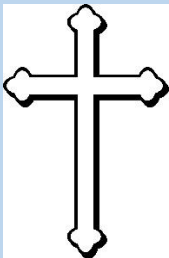







<b>Year 4 -</b> <b>Miss Derbyshire</b> <b>(Monday and Tuesday)</b> <b>Mrs Thomas</b> <b>(Wednesday to Friday)</b>	<b>Autumn Term 2025</b>		
	<b>The Romans</b>		
<p><b>English</b></p>  	<p><b><u>Reading Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Skim and scan texts</li> <li>• Retrieve precise information from a range of texts</li> <li>• Continue to develop inference skills</li> <li>• Identify how language, structure, and presentation contribute to meaning</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Explore the structure and language features of a range of texts (Dilemma Stories, Story Portals, Non-Chronological Reports, Descriptive Settings)</li> <li>• Use appropriate fronted adverbials (time, manner and place)</li> <li>• Use the comma after fronted adverbials</li> <li>• Use a range of conjunctions to write complex sentences</li> <li>• Use expanded noun phrases modified by adjectives and nouns</li> <li>• Use inverted commas and other punctuation to indicate direct speech</li> <li>• Use the apostrophe to show possession (singular and plural)</li> <li>• Edit and improve own writing</li> </ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are not joined</li> </ul> <p><b><u>Spelling</u></b></p>	<p><b>Maths</b></p>   	<p><b><u>Number and Place Value</u></b></p> <ul style="list-style-type: none"> <li>• Represent numbers to 10,000</li> <li>• Round numbers to the nearest 10 and 100</li> <li>• Partition numbers to 10,000</li> <li>• Number line to 10,000</li> <li>• Find 1, 10, 100, 1,000 more or less</li> <li>• Roman Numerals</li> </ul> <p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• Know and recognise acute, right and obtuse angles</li> <li>• Compare and order angles</li> <li>• Types of triangles and quadrilaterals</li> <li>• Lines of symmetry</li> </ul> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract up to 4-digit numbers using formal written methods</li> <li>• Apply written methods to different types of real-life problems</li> </ul> <p><b><u>Measures</u></b></p> <ul style="list-style-type: none"> <li>• Pounds and pence, including converting from one to another</li> <li>• Ordering money</li> <li>• Add and subtract money, finding change</li> <li>• Use written methods involving amounts of money</li> <li>• Telling the time to the nearest minute using am/pm</li> <li>• 24-hour clock</li> <li>• Hours, minutes and seconds</li> </ul>

<p>their there they're</p>	<ul style="list-style-type: none"> <li>• Year 3/4 common exception words</li> <li>• Use further prefixes and suffixes and understand how to add them</li> <li>• Homophones e.g., there, their and they're</li> </ul>		<ul style="list-style-type: none"> <li>• Years, months, weeks and days</li> <li>• Analogue to digital in 12-hour and 24-hour</li> </ul> <p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Multiplying and dividing by 10 and 100</li> <li>• Multiply by 1 and 0, divide by 1 and itself</li> <li>• Multiply and divide by all multiplication facts up to 12x12</li> <li>• Apply knowledge to problem solving questions</li> </ul>
<p><b>SCIENCE</b></p>  	<p><b>State of Matter</b></p> <ul style="list-style-type: none"> <li>• To compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• To describe the simple functions of the basic parts of the digestive system in humans</li> <li>• To identify the different types of teeth in humans and their simple functions</li> </ul>	<p><b>HISTORY</b></p> 	<p><b>The Roman Empire and its impact on Britain</b></p> <p><i>Key Question: Which of the Roman achievements had the most significant impact on Britain?</i></p> <ul style="list-style-type: none"> <li>• To develop a chronological awareness of the Roman era</li> <li>• To understand why Julius Caesar attempted to invade Britain</li> <li>• To understand why the Roman army was so powerful</li> <li>• To learn about Claudius' successful invasion and conquest of Britain</li> <li>• To find out about the life of Boudicca and her significance in British history</li> <li>• To learn about life in a Roman town and the beliefs the Romans held</li> </ul>
<p><b>GEOGRAPHY</b></p> 	<p><b>Locational Knowledge</b></p> <p><i>Locate the world's countries, using maps to focus on Europe's countries and major cities</i></p> <ul style="list-style-type: none"> <li>• To know and locate on a map some of the countries which became part of the Roman Empire</li> <li>• To understand why Rome became the centre of the empire (physical characteristics)</li> <li>• To know that they (the pupils) live in Lincolnshire and to learn of evidence, within Lincolnshire, that the Romans lived here too.</li> </ul>	<p><b>COMPUTING</b></p> 	<p><b>The internet</b></p> <p><i>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</i></p> <ul style="list-style-type: none"> <li>• Understand what the internet is made of</li> <li>• How information is shared</li> <li>• What a website is and who owns the web</li> <li>• Recognise that there is some inaccurate information on the internet</li> </ul> <p><b>Audio editing</b></p>

			<p><i>Capturing and editing audio to produce a podcast, ensuring that copyright is considered</i></p> <ul style="list-style-type: none"> <li>• Digital recording</li> <li>• Recording sounds</li> <li>• Creating a podcast</li> <li>• Editing digital recordings</li> <li>• Evaluating podcasts</li> </ul>
<p><b>PSHE</b></p> 	<p><b>Being me in My World</b></p> <ul style="list-style-type: none"> <li>• Being part of a class team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities and democracy (school council)</li> <li>• Rewards and consequences</li> <li>• Group decision-making</li> <li>• Having a voice</li> <li>• What motivates behaviour</li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Accepting self and others</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem-solving</li> <li>• Identifying how special and unique everyone is</li> <li>• First impressions</li> </ul>	<p><b>RE</b></p>   	<p><b>Buddhism – The Life of the Buddha</b></p> <p><i>Key Question: Is it possible for everyone to be happy?</i></p> <ul style="list-style-type: none"> <li>• Learn about the life of the Buddha and explore how he tried to be happy and stay happy</li> <li>• What makes you happy?</li> <li>• Listen to various songs and discuss the feelings felt when listening to them</li> <li>• Would being rich always make you happy?</li> <li>• Listen to and discuss the story about 'The Life of the Buddha'</li> <li>• What did the Buddha realise under the Bodhi tree?</li> </ul> <p><b>Christianity – Christmas</b></p> <p><i>Key Question – What is the most important part of the Nativity story for Christians today?</i></p> <ul style="list-style-type: none"> <li>• Understand the symbolism in the Christmas story and think about what the different parts mean to Christians today</li> <li>• Know the meaning of Christmas and think about what Christmas means to Christians</li> <li>• Design and make something which symbolises Christmas to Christians</li> <li>• Be introduced to the concept of 'Incarnation'</li> </ul>
<b>ART</b>	<p><b>Tiles Mosaic- 2D sculpture</b></p> <ul style="list-style-type: none"> <li>• To understand how mosaics were used in Roman times</li> </ul>	<b>Design and Technology</b>	<p><b>2D Shape to 3D product-</b></p> <ul style="list-style-type: none"> <li>• Design and make a purse, understanding that a purse is made from a 2D net</li> <li>• Explore different fastenings for a purse</li> </ul>

	<ul style="list-style-type: none"> <li>• To make a symmetrical mosaic using ICT and paper 'tesserae'</li> <li>• To plan and design a mosaic tile</li> <li>• To make a simple mosaic using the direct method of mosaicking</li> <li>• To compare ideas, methods and approaches in their own work and others' work e.g. Gaudi's mosaics.</li> </ul>		<ul style="list-style-type: none"> <li>• Practise different sewing stitches to use for joining a purse together</li> <li>• Design own purse to meet a given criteria and create a prototype of it</li> <li>• Use appropriate materials and techniques to make their final design</li> <li>• Evaluate the effectiveness of their product</li> </ul>
<b>MUSIC</b> 	<ul style="list-style-type: none"> <li>• To learn a new song based on the theme of The Romans</li> <li>• To sing in time and in tune while following lyrics</li> <li>• To play a repeated pattern on a tuned instrument</li> <li>• To combine different versions of a musical motif and perform as a group</li> </ul>	<b>MFL</b> 	<b>Phonetics 1 and 2</b> <ul style="list-style-type: none"> <li>• Learn essential Spanish sound patterns / phonemes so that children will improve their Spanish pronunciation and be able to read Spanish with improved accuracy</li> </ul> <b>Fruits</b> <ul style="list-style-type: none"> <li>• Learn the names and spelling of common fruits</li> <li>• Be able to say which fruits are liked or disliked</li> </ul>
<b>PE</b> 	<p><b><u>Tag Rugby</u></b></p> <ul style="list-style-type: none"> <li>• To move with the ball, passing and receiving</li> <li>• To create space when attacking</li> <li>• To develop passing and moving</li> <li>• To play mini games applying skills and showing good teamwork.</li> </ul> <p><b><u>Dance – Colours</u></b></p> <ul style="list-style-type: none"> <li>• To explore movement through improvisation, unison and matching</li> <li>• To interpret music and perform with good timing and musicality</li> <li>• To show expression and creativity</li> <li>• To choreograph</li> </ul> <p><b><u>Hockey</u></b></p> <ul style="list-style-type: none"> <li>• To dribble, pass and shoot a ball using a hockey stick</li> <li>• To understand how to defend and attack safely</li> </ul>	<b>Additional Information</b>	<p><b><u>PE days</u></b></p> <ul style="list-style-type: none"> <li>• Term 1: Monday and Friday</li> <li>• Term 2: Information will be sent out via parent mail.</li> </ul>

	<ul style="list-style-type: none"><li>• To apply skills learnt into a mini game situation and to show good teamwork</li></ul> <p><b><u>Gymnastics - Bridges</u></b></p> <ul style="list-style-type: none"><li>• To explore balances and movement to create bridges.</li><li>• To move over or under bridges on apparatus</li></ul>		
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