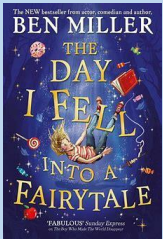
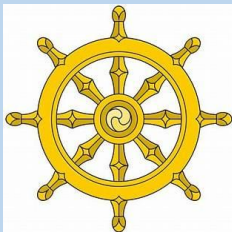
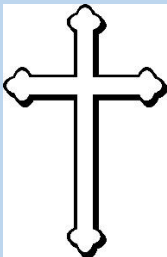
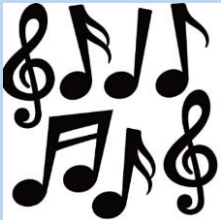


Year 4 - Mrs Thomas (Monday to Wednesday) Mrs Edgar (Thursday and Friday)	Autumn Term 2026		
	The Romans		
English   	<u>Reading Comprehension</u> • Skim and scan texts • Retrieve precise information from a range of texts • Continue to develop inference skills • Identify how language, structure, and presentation contribute to meaning <u>Writing</u> • Explore the structure and language features of a range of texts (Dilemma Stories, Story Portals, Non-Chronological Reports, Descriptive Settings) • Use appropriate fronted adverbials (time, manner and place) • Use the comma after fronted adverbials • Use a range of conjunctions to write complex sentences • Use expanded noun phrases modified by adjectives and nouns • Use conjunctions to create compound sentences • Edit and improve own writing <u>Handwriting</u> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are not joined <u>Spelling</u> • Year 3/4 common exception words	Maths   	<u>Number and Place Value</u> • Represent numbers to 10,000 • Round numbers to the nearest 10 and 100 • Partition numbers to 10,000 • Number line to 10,000 • Find 1, 10, 100, 1,000 more or less • Roman Numerals <u>Addition and Subtraction</u> • Add and subtract up to 4-digit numbers using formal written methods • Apply written methods to different types of real-life problems <u>Multiplication and Division</u> • Multiplying and dividing by 10 and 100 • Multiply by 1 and 0, divide by 1 and itself • Multiply and divide by all multiplication facts up to 12x12 • Apply knowledge to problem solving questions <u>Area and Perimeter</u> • Introduction to area – understand that area is the amount of space taken up by a 2-D shape or surface • Understand that area is measured in squares and explore the most efficient method of counting squares • Make shapes using a given number of squares

their there they're	• Use further prefixes and suffixes and understand how to add them • Homophones e.g., there, their and they're		
SCIENCE  	State of Matter • To compare and group materials together, according to whether they are solids, liquids or gases • 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) • To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Animals including humans • To describe the simple functions of the basic parts of the digestive system in humans • To identify the different types of teeth in humans and their simple functions	HISTORY 	The Roman Empire and its impact on Britain <i>Key Question: Which of the Roman achievements had the most significant impact on Britain?</i> • To develop a chronological awareness of the Roman era • To understand why Julius Caesar attempted to invade Britain • To understand why the Roman army was so powerful • To learn about Claudius' successful invasion and conquest of Britain • To find out about the life of Boudicca and her significance in British history • To learn about life in a Roman town and the beliefs the Romans held
GEOGRAPHY 	Locational Knowledge <i>Locate the world's countries, using maps to focus on Europe's countries and major cities</i> • To know and locate on a map some of the countries which became part of the Roman Empire • To understand why Rome became the centre of the empire (physical characteristics) • To know that they (the pupils) live in Lincolnshire and to learn of evidence, within Lincolnshire, that the Romans lived here too.	COMPUTING 	The internet <i>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</i> • Understand what the internet is made of • How information is shared • What a website is and who owns the web • Recognise that there is some inaccurate information on the internet Audio editing <i>Capturing and editing audio to produce a podcast, ensuring that copyright is considered</i> • Digital recording • Recording sounds

			• Creating a podcast • Editing digital recordings • Evaluating podcasts
PSHE 	Being me in My World • Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour Celebrating Difference • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions	RE  	Buddhism – The Life of the Buddha <i>Key Question: Is it possible for everyone to be happy?</i> • Learn about the life of the Buddha and explore how he tried to be happy and stay happy • What makes you happy? • Listen to various songs and discuss the feelings felt when listening to them • Would being rich always make you happy? • Listen to and discuss the story about 'The Life of the Buddha' • What did the Buddha realise under the Bodhi tree? Christianity – Christmas <i>Key Question – What is the most important part of the Nativity story for Christians today?</i> • Understand the symbolism in the Christmas story and think about what the different parts mean to Christians today • Know the meaning of Christmas and think about what Christmas means to Christians • Design and make something which symbolises Christmas to Christians • Be introduced to the concept of 'Incarnation'
ART 	Tiles Mosaic- 2D sculpture • To understand how mosaics were used in Roman times • To make a symmetrical mosaic using ICT and paper 'tesserae' • To plan and design a mosaic tile • To make a simple mosaic using the direct method of mosaicking	Design and Technology	2D Shape to 3D product- • Design and make a purse, understanding that a purse is made from a 2D net • Explore different fastenings for a purse • Practise different sewing stitches to use for joining a purse together • Design own purse to meet a given criteria and create a prototype of it

	To compare ideas, methods and approaches in their own work and others' work e.g. Gaudi's mosaics.		- Use appropriate materials and techniques to make their final design - Evaluate the effectiveness of their product
MUSIC 	- To learn a new song based on the theme of The Romans - To sing in time and in tune while following lyrics - To play a repeated pattern on a tuned instrument - To combine different versions of a musical motif and perform as a group	Spanish 	Phonetics 1 and 2 - Learn essential Spanish sound patterns / phonemes so that children will improve their Spanish pronunciation and be able to read Spanish with improved accuracy The Romans/los Romanos - Learn the names and spelling of some of the Roman gods and inventions
PE 	<u>Tag Rugby</u> - To move with the ball, passing and receiving - To create space when attacking - To develop passing and moving - To play mini games applying skills and showing good teamwork. <u>Dance – Colours</u> - To explore movement through improvisation, unison and matching - To interpret music and perform with good timing and musicality - To show expression and creativity - To choreograph <u>Hockey</u> - To dribble, pass and shoot a ball using a hockey stick - To understand how to defend and attack safely - To apply skills learnt into a mini game situation and to show good teamwork <u>Gymnastics - Bridges</u>	Additional Information	<u>PE days</u> - Term 1: Monday and Friday - Term 2: Information will be sent out via parent mail.

	• To explore balances and movement to create bridges. • To move over or under bridges on apparatus		
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