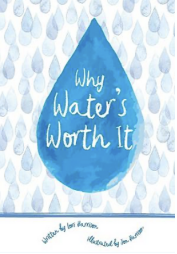


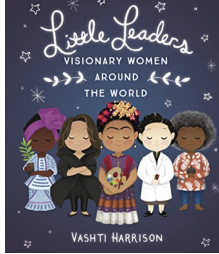


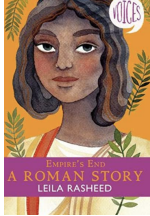
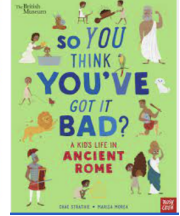
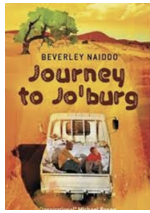
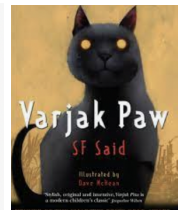

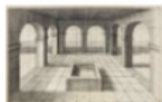




Term: Autumn		Year: 4
Writing		Reading
     		<p><u>Text Types:</u></p> <ul style="list-style-type: none"> Adventure Story Biography Letter Description Information Text Poetry Persuasive Argument Diary    
Mathematics		
<ul style="list-style-type: none"> Composition and calculation of numbers up to 1000. 4 digit numbers. Tenths, Hundredths, Thousandths. Money <p>Click here for more information about Maths at Holy Trinity.</p> <p>Click here for more information about the Maths that children in Year 4 learn across the year and ways that you can support maths learning at home.</p>		
Science	Religious Education	
<p><u>States of Matter:</u></p> <ul style="list-style-type: none"> Observe changes of state. Understand evaporation and condensation. Describe the stages in the water cycle. <p><u>Animals Including Humans:</u></p> <ul style="list-style-type: none"> Construct basic food chains. Identify parts of the digestive system. Identify different types of teeth and their functions. 	<p><u>The Old Testament:</u></p> <ul style="list-style-type: none"> How did belief in God affect the actions of people from the Old Testament? <p><u>Advent:</u></p> <ul style="list-style-type: none"> What are the beatitudes and what do they mean to Christians? What do Christians mean by peace at Christmas? 	

History		Geography	
<u>Romans:</u> <ul style="list-style-type: none"> The Romans under Emperor Claudius invaded Britain successfully in 43CE at the end of the Iron Age. They invaded Britain for materials such as food and metals. The Romans needed to defeat the Celtic tribes in order to maintain power. The Iceni rebelled unsuccessfully against Roman rule. Boudicca was queen of the Iceni tribe. The Romans were successful at governing Britain because of the strength and organisation of their army. The Roman's legacy includes sanitation systems, roads, place-names, buildings, Latin, numerals, money and the calendar. Secondary sources of evidence do not give original information. They interpret or summarise information from primary sources. Primary evidence is not necessarily more reliable than secondary evidence. Sources of evidence can give us different views of history depending on who created them and why. 		<u>Rivers and Water Cycles:</u> <ul style="list-style-type: none"> Explain the features of a water cycle. Know and label the main features of a river. Know the name of, and locate, a number of the world's longest rivers. Know what is meant by biomes and what are the features of a specific biome. Know and describe the course of a major UK river. Know why most cities are located by a river. 	
Art and Design Technology		Personal, Social, Health and Citizenship Education	
<u>Drawing:</u> <ul style="list-style-type: none"> Exploring line, depth, tone, depth and shadow. Experimental marks. Sustained drawing. 3D work. <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Stephen Wiltshire (1974-)</p> </div> <div style="text-align: center;">  <p>Vredeman de Vries (1527-1607)</p> </div> </div> <u>Cooking</u> <ul style="list-style-type: none"> Food groups Join and combine ingredients. Analyse texture and smell. Measuring and weighing. 		<u>Being Me in My World</u> <ul style="list-style-type: none"> Feeling safe, belonging, choices, rewards, consequences, responsibilities. <u>Celebrating Differences</u> <ul style="list-style-type: none"> I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are. 	
Wider Curriculum			PE
British Values are taught and discussed through our whole school acts of collective worship and in our RE and PSHE lessons.		We also have lessons in: <ul style="list-style-type: none"> Music and Singing Spanish Computing 	<ul style="list-style-type: none"> Basketball Gymnastics