

**Year group: 4 Term: Autumn 1**

**Focus Subject: History**

**Key Vocabulary:**

Characteristics, life processes, environment, habitat, micro-habitat, invertebrates, micro-habitat, dichotomous classification,

**Relationships and Health Education:**

Catholic Social teaching, our differences are important.  
The Trinity

**RE: as theologians, we will:**

For Christians the pattern and ideal of family life is found in the Scriptures. God is the loving parent of the human family and Jesus was born and lived in a human family. While offering ideals for family life, it is important to acknowledge and respect the real experience of some children which is not ideal. Christians believe that everyone is invited to share in the life and work of God through Baptism. The Bible recounts God's invitations to people to share in his life and work: among them Moses, Samuel, the prophets, Mary and the apostles.



**Art: As artists, we will:**

Understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions, see how other artists work with typography and share my thoughts on their work, explore how I can create my own letters in a playful way using cutting and collage, use sketchbooks for referencing, collecting and testing ideas, and reflecting.

**BIG Question: What is the legacy of the ancient Greeks?**

**Practise at Home:**

- Times Table Rockstars
- Topic Homework Grid
- IXL

**As Musicians, we will:**

Develop an understanding of: key signatures, time signatures, duration, pulse, rhythm and pitch (singing and playing instruments). Explore the ancient origins of music having arisen in ceremonies and stories (compare to its role in today's films and shows!), meaning it is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other.

**Science: As scientists, we will:**

Recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment, asking relevant questions and using different types of scientific enquiries to answer them, making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables, identifying differences, similarities or changes related to simple scientific ideas and processes.



**PE: As athletes, we will:**

Perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Maths: As mathematicians, we will:**

Recognise the place value of each digit in a 4-digit number (1,000s, 100s, 10s, and 1s), round any number to the nearest 10, 100 or 1,000, Count in multiples of 6, 7, 9, 25 and 1,000, Identify, represent and estimate numbers using different representations, recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones), identify, represent and estimate numbers using different representations, order and compare numbers beyond 1,000, identify, represent and estimate numbers using different representations, recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).

**Geography: As geographers, we will: N/A**

**Enable Support**

**Prepare**

**Nurture**



**Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:**

- Class Olympics

**DT: As designers, we will:**

Use research to develop design criteria that are fit for purpose, disassemble products and describe in detail their functions, use annotated sketches, cross-sectional, exploded diagrams and increasingly complex prototypes, support discussions about ideas, plans and designs with relevant information investigate and begin to analyse a range of existing products. Use knowledge of similarities and differences between products with the same function to support identification of the most effective product.

**English: As readers and writers, we will:**

Read aloud and understand the meaning of new words they meet, read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word, develop positive attitudes to reading and understanding of what they read by, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, reading books that are structured in different ways and reading for a range of purposes, using dictionaries to check the meaning of words that they have read, increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally, identifying themes and conventions in a wide range of books, preparing poems and play scripts to read aloud and to perform, showing.

**History: As historians, we will:**

Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study, Gain and deploy a historically-grounded understanding of abstract terms such as 'empire' and 'civilisation'.

**Computing: As programmers, we will**

Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration, Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content, Select, use, and combine a variety of software (including internet services) on a range of digital devices.