

RE— What does it mean to be a Hindu in Britain today?

Why do Hindus worship in different ways?

How do Hindu beliefs influence everyday choices?

What do dharma and karma teach Hindus about life?

Why are festivals important to Hindu communities?

How does belonging to a Hindu family and community affect a person's life?

What can we learn from Hindu values?

Spanish —

Clothes and home

History — Roman Revelations

Where is Britain and how did the Romans travel there from Rome?

What kind of homes did the Romans build, what kind of food did the Romans eat and what kind of clothes did the Romans wear in Britain?

What are some famous landmarks that the Romans built in Britain; Chester Roman Amphitheatre?

What was the weather like in Britain during Roman times?

How did the Roman invasion change Britain and its people?

Writing

Develop writing for a range of purposes, using imaginative vocabulary and clear sentence structure. Plan, draft, and edit work, improving accuracy and detail through expanded noun phrases and varied sentence types.

Grammar and punctuation: focus on correct use of full stops, capital letters, commas, apostrophes, and speech punctuation. Use paragraphs to organise ideas and apply coordinating and subordinating conjunctions to extend sentences. Adverbs and prepositions will be used to express time, place, and cause.

Handwriting sessions will support the development of a joined, legible style, with attention to spacing and presentation. Spelling will focus on common words, Year 4 spelling patterns, and dictionary use for checking unfamiliar words.

By the end of the term, pupils will be able to produce well-structured, grammatically accurate writing with increasing independence and creativity.

Core Text



Trips and visits

Diva Experience

Chester

Diversity

Computing— Connecting Computers

- Connecting networks
- What is the internet made of
- Sharing information
- What is a website
- Who owns the web?
- Can I believe what I read?

Reading

- talk about how authors use language to create effects, including figurative language like metaphors, similes, imagery, and analogies.
- explain how the style of writing helps the reader understand the author's message or mood.
- compare different versions of the same event and talk about the viewpoints of authors and characters.
- spot clues in the text to help me understand how characters change and develop, even when it's not said directly.
- perform poems and texts confidently, using expression, tone, and actions to engage my audience.
- find, record and present information from non-fiction texts.
- use books and materials from subjects like history, geography and science to help me learn more.
- use information texts when I'm genuinely interested in finding something out—like reading a leaflet before a museum visit or checking a theatre programme.

Mars Autumn 1

Science— States of Matter and Rocks

Compare and group materials together, according to whether they are solids, liquids or gases

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)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Describe in simple terms how fossils are formed when things that have lived are trapped within rock

Recognise that soils are made from rocks and organic matter

Music— How Does Music Bring Us Closer Together?

- Develop notation
- Identify notes to play
- Play and improvise instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.
- Compose a simple melody using simple rhythms choosing from the notes C, D + E
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Art— Cermanincs

Names of tools, techniques and formal elements taught.

- Different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes.
- Know and describe the work of some artists, crafts-people, architects and designers, including artists who are contemporary, female, and from various ethnicities.
- Talk about the materials, techniques and processes they have used, using an appropriate vocabulary.
- Demonstrate how to safely use some of the tools and techniques they have chosen to work with.

PHSE—

Living in the Wider World - One World

- describe similarities and differences between people's lives.
- identify opinions that are different from their own.
- express their own opinions.
- recognise that their actions impact on people in different countries.
- know what climate change is.
- know there are organisations working to help people in challenging situations in other communities.

Maths

- Place Value— numbers up to 10 000
- Addition and Subtraction
- Multiplication and Division
- Area

P.E— Throwing and Catching/ Dance

- Begin to improvise with a partner to create a simple dance.
- Create motifs from different stimuli.
- Begin to compare and adapt movements and motifs to create a larger sequence.
- Perform with some awareness of rhythm and expression.
- Throw with greater control and accuracy.
- Practise the correct technique for throwing an object and use it in a game.
- Throw with increasing control and accuracy.
- Throw a ball in different ways (e.g. high, low, fast or slow).
- Perform a range of catching and gathering skills with control.
- Catch with increasing control and accuracy.
- Practise the correct technique for catching a ball and use it in a game.