

The background is a vibrant, abstract composition. It features large, organic shapes in shades of teal, orange, and yellow. These shapes are filled with various patterns: some have a fine grid of dots, others have wavy lines, and some have a pattern of small dashes or plus signs. The background is also accented with small, scattered wavy lines and concentric circles in white and grey. The overall aesthetic is modern and artistic.

**Welcome to Year 4**

# YEAR 4 RESIDENTIAL TRIP

- In Summer Term (date TBC), Year 4 will be going to York as a fantastic introduction to the Romans! This is a 3-day residential (2 nights) and the aim of the trip is to promote independence and resilience!
- More about this will be shared with you during Autumn Term.



# YEAR 4 MULTIPLICATION CHECK ASSESSMENT (MTC)

The purpose of the Multiplication Tables Check (MTC) is to determine whether Year 4 pupils can fluently recall their multiplication tables to 12 X 12.

The Multiplication Tables Check is now statutory for primary schools.

Children will get 6 seconds **from the time the question appears** to input their answer. This means that children must be able to **read, recall** and **enter their response** within 6 seconds.

Whatever is in the answer box after the 6 seconds is what will be accepted as the answer.

Soundchecks on TTRS are the closest game to the official check!





**SCIENCE AND TOPIC**  
**LEARNING IN YEAR 4**

## STICKY VOCABULARY

<b>citizen</b>	Someone who is legally recognised as living in a certain City or town.
<b>Government</b>	A group of people that has power and authority.
<b>consul</b>	The highest position in the Roman government.
<b>dictator</b>	A ruler that has absolute power.
<b>Emperor</b>	The leader of an empire.
<b>forum</b>	The area of a Roman town that was the centre of Roman life.
<b>legion</b>	The main unit of a Roman Army.
<b>plebeian</b>	A common person.
<b>republic</b>	A country where the government is run by elected people rather than a king or emperor.
<b>Senate</b>	A group of important men who advised the consul.
<b>conquer</b>	To take control over.
<b>invade</b>	To enter a place in order to take control of it.

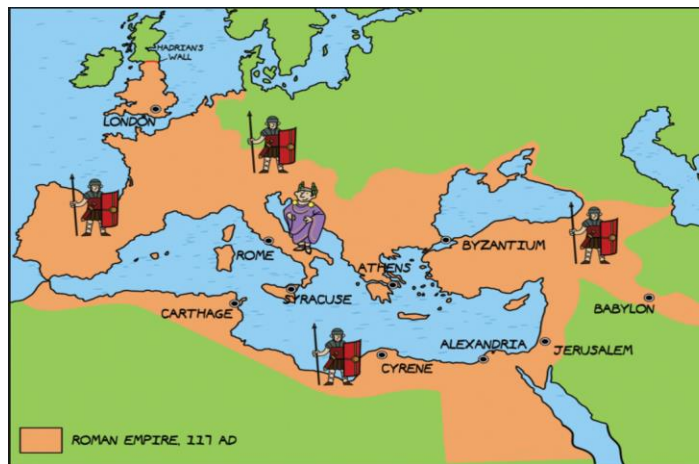
## KEY EVENTS

<b>753 BC</b>	City of Rome founded.
<b>509 BC</b>	Rome became a Republic.
<b>59 BC 55 BC and 54 BC</b>	Julius Caesar became consul to Rome Julius Caesar tried to invade Britain twice. Julius Caesar became dictator of Rome. Julius Caesar assassinated.
<b>45 BC 44 BC</b>	
<b>43 AD</b>	Emperor Claudius leads invasion of Britain.
<b>60 AD</b>	Boudicca leads the rebellion.
<b>410 AD</b>	Romans leave Britain.

## ESSENTIAL KNOWLEDGE ORGANISER

### TOPIC

### YEAR 4 **AUTUMN TERM** – BUILDING AN EMPIRE



## KEY PEOPLE

<b>Julius Caesar</b>	Famous Roman leader who tried to invade Britain twice
<b>Emperor Claudius</b>	The first Roman emperor to successfully invade and conquer Britain.
<b>Boudicca</b>	A Celtic woman who was the leader of the Iceni tribe and who rebelled against the Roman invasion of Britain.

## KEY PLACES

<b>Londinium</b>	A Roman settlement established on the current site of the City of London.
<b>Colchester (Camulodonum)</b>	The Roman's capital city of Britain.
<b>Rome</b>	A city in the centre of Italy where the Romans came from to Britain.

## WHAT DID THE ROMANS DO FOR BRITAIN?

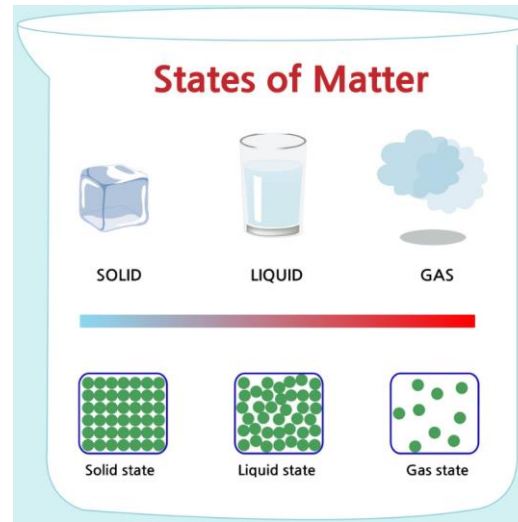
<b>Roads</b>	The Romans built the first roads in Britain to be able to transport things easily during the conquest.
<b>Language</b>	Much of our language today has roots within Latin.
<b>Number System</b>	Roman Numerals were used before the system we use today. We can still see evidence of Roman Numerals around us today.
<b>Towns</b>	More organised larger settlements were built. They were built as a grid with a centre as a meeting place.

# ESSENTIAL KNOWLEDGE ORGANISER

## YEAR 4 AUTUMN TERM 1 – STATES OF MATTER

### STICKY VOCABULARY

<b>liquid</b>	Has a fixed volume but changes its shape to fill a container. Molecules have weak bonds and can move around slightly.
<b>gas</b>	Fills all available space. Molecules are free to move around.
<b>solid</b>	Keeps its shape and has a fixed volume. Molecules have strong bonds and do not move easily.
<b>state</b>	The structure of something.
<b>state change</b>	How the structure changes.
<b>melting</b>	A state change from solid to liquid
<b>freezing</b>	A state change from liquid to solid
<b>melting point</b>	The point at which a solid will melt into a liquid
<b>boiling point</b>	The point at which a liquid will boil and turn into gas
<b>evaporation</b>	When the surface of a liquid turns into gas
<b>condensation</b>	A change from a gas to a liquid caused by cooling
<b>temperature</b>	How much heat is present
<b>water cycle</b>	The process of water circulating between the earth's oceans, atmosphere, and land.



### KEY KNOWLEDGE

Granular or powdery solids like sand can be confused with liquids because they can be poured but they do not keep a level surface when tipped.

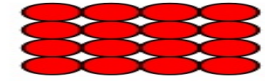


The freezing point of water is 0°C. Water boils when it is heated to 100°C.

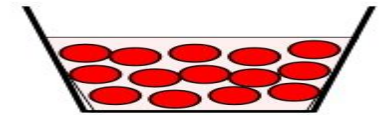


### KEY KNOWLEDGE

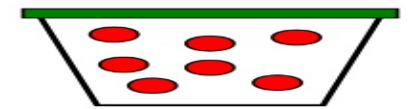
A solid keeps its shape and has a fixed volume.



A liquid also has a fixed volume, but it changes shape to fill a container.

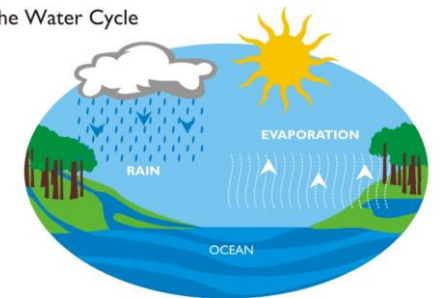


A gas fills all available space.



Water at the surface of seas, rivers, etc. evaporate into water vapour (a gas). This rises, cools and condenses back into liquid forming clouds. When too much water has condensed, the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. This is the water cycle.

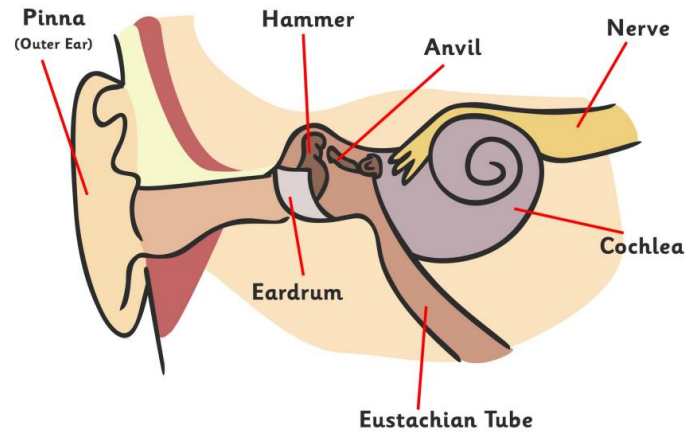
The Water Cycle



STICKY VOCABULARY	
<b>amplitude</b>	A measure of the strength of a sound wave.
<b>decibel</b>	A measure of how loud a sound is.
<b>frequency</b>	A measure of how many times per second the sound wave cycles.
<b>pitch</b>	How high or low a sound is.
<b>sound waves</b>	Invisible waves that travel through the air, water and solid objects as vibrations.
<b>source</b>	Where something comes from.
<b>transmit</b>	To pass from one place or person to another.
<b>travel</b>	How something moves around.
<b>vibrations</b>	Invisible waves that move quickly.
<b>volume</b>	How loud or quiet a sound is.
<b>pinna</b>	It funnels sound into the ear canal.
<b>eardrum</b>	A thin, tough layer of tissue at the end of the ear canal. Sound waves make the eardrum vibrate.
<b>hammer anvil</b>	They help to amplify the sound in the middle ear.
<b>nerve</b>	Helps to send signals to the brain.
<b>cochlea</b>	An organ filled with fluid. Receptor cells change vibrations in the fluid into electrical signals to send to the brain.
<b>Eustachian tube</b>	Connects the middle ear to the nostrils.

## ESSENTIAL KNOWLEDGE ORGANISER YEAR 4 AUTUMN TERM 2 – SOUND

### INSIDE THE HUMAN EAR:

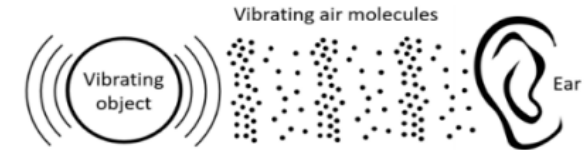


### KEY KNOWLEDGE

#### What is sound?

When objects **vibrate**, a sound is made.

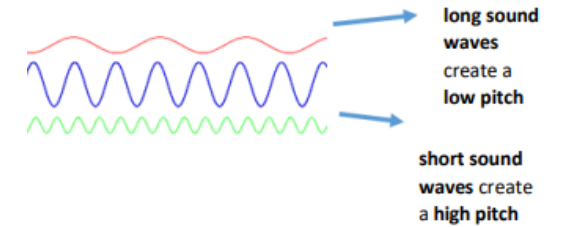
The **vibration** makes the air around an object vibrate and the air vibrations enter your ear. These are called **sound waves**.



Sound waves can travel through the air as well as through water and objects.

**High pitch** sounds are created by short sound waves.

**Low pitch** sounds are created by long sound waves.



### KEY KNOWLEDGE

Having two ears helps you to determine the direction of sound.

The middle ear is filled mostly with air and has three bones in it. That's right your ear has little bones called ossicles that help you to hear (the hammer and anvil are two of these).

Sound can travel through solids, liquids and gases. Sound travels as a wave, vibrating the particles in the medium it is travelling in. Sound cannot travel through a vacuum.

# PE DAYS

Autumn Term 1 - Friday PM

Autumn Term 2 - Wednesday AM