



# Holy Trinity Church of England Primary School

## Year 4

Term: Autumn One Topic: I am Warrior



Class Read: Julius Zebra by Gary Northfield

### Hook: Roman Day

This term, we are learning:	History	Geography	Science	PSHE & No Outsiders	DT	French	RE	Games	PE	Computing/ Online Safety	Music
	<b>The Romans</b> and the impact they had on society today	The spread of the Roman empire	Sound	Me and My Relationships  Along came a different	Mechanical systems:  Making a slingshot	Weather and Christmas	What are important times for Jewish people?	Invasion skills and ball control - individual	Gym: travelling, rolling, jumping and equipment	The Internet  Self-Image and Identity	Boom whackers Genres of music Improvisation - The Blues

- ❖ The first Romans lived in Italy nearly 3000 years ago. They founded the city of Rome in 753 BC and, over the centuries, conquered many lands to create a huge empire.
- ❖ The Roman General Julius Caesar made two attempts to conquer Britain. He wanted to add the rich land to the Roman Empire and punish the Celts for helping his enemies. His legions weren't able to overcome the Celts in 55 BC or 54 BC, but some leaders did pay tributes (a tax) so the Romans would leave. This meant the Celts could continue to live as they were.
- ❖ In AD 43, Emperor Claudius launched a third attack on Britain. He sent a powerful and well-organised army of around 40,000 men (that landed in southern England) to conquer the Celtic tribes. This time, much of Britain (or Britannia as the Romans called it) did become another province of Rome.
- ❖ The Romans seized the land and wealth of the Iceni tribe after King Prasutagus died. Queen Boudicca objected and she led a rebellion against the Romans. At first, her army was very successful but in the Battle of Watling Street, the Roman army finally defeated Boudicca and the Celts. Many people were killed in the rebellion
- ❖ In AD 122, Emperor Hadrian gave an order to build a wall in the north of the country. Roman legions had tried to conquer Caledonia (Scotland), but the Picts would not give up their lands and they also raided land that the Romans controlled. Hadrian's Wall took around six years to build and it was 73 miles long. Around 15,000 troops lived at Hadrian's Wall so they could defend this northern border of the Roman Empire.
- ❖ The Roman army are famous for building long, straight roads. Special engineers planned these roads and they criss-crossed the whole Roman Empire. They boosted trade, communication with the Emperor and helped the legions to keep control of all the different provinces.
- ❖ Wealthy Romans and some Celts built large homes in the countryside called villas. The land attached to these homes was used for farming as agriculture was an important business for the Romans. Countryside villa complexes included a main house, bath house, workshops and gardens.
- ❖ Romans worshipped their own gods when they came to Britain and later introduced Christianity.

#### Key Vocabulary

- Roman Empire:** The name used for the land that was controlled by the Romans, including large parts of Europe plus parts of North Africa and West Asia.
- Empire:** A group of countries controlled by one ruler (emperor or empress) or government.
- Emperor:** The ruler of an empire
- Legion:** A large section of the Roman army, made up of around 5000 soldiers
- Tribe:** A group of people who share the same culture and values
- Celts:** People living in Britain in tribes, including the Iceni
- Citizen:** A person with all the rights and protections of a nation or land. In the Roman Empire, only citizens were able to vote

#### Science Knowledge

- ❖ A sound source produces vibrations which travel through a medium from the source to our ears.
- ❖ The vibrations cause parts of our body inside our ears to vibrate, allowing us to hear (sense) the sound.
- ❖ Sounds decrease in volume as you move away from the source.
- ❖ Different mediums such as solids, liquids and gases can carry sound but sound cannot travel through a vacuum (an area empty of matter).
- ❖ The loudness (volume) of the sound depends on the strength (size) of vibrations which decreases as they travel through the medium.
- ❖ A sound insulator is a material which blocks sound effectively.
- ❖ Pitch is the highness or lowness of a sound and is affected by features of objects producing the sounds. For example, smaller objects usually produce higher pitched sounds.

#### Science Vocabulary:

- Volume:** How loud or quiet something is
- Vibration:** Shaking back and forth of something
- Sound Wave:** Another name for the vibration which cause sound
- Pitch:** how high or low a sound is
- Faint:** something that is hard to hear
- Insulation:** something that stops sound

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'Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.'<sup>31</sup> The second is this: 'Love your neighbour as yourself.'



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**Year 4**  
**Term: Autumn Two Topic: Road Trip USA**  **Class Read: King Kong by Anthony Browne; Kidnap on the Californian Comet by Sam Sedgman and M. Leonard**

**Hook: Passport USA**

This term, we are learning:	History	Geography	Science	French	PSHE & No Outsiders	DT	RE	Games	PE	Computing/ Online Safety	Music
		Native Americans	Difference between UK and USA Physical and human features	Electricity	Weather and Christmas	Valuing Difference  Dogs don't do ballet	Electrical systems: Torches	What did God promise his people?	Invasions Skills and ball control	Dance in Unison, cannon and expression	Creating Media – Audacity  Online Relationships


<ul style="list-style-type: none"> <li>❖ The United States of America (US or USA) is a country on the continent of North America.</li> <li>❖ The United States of America is made up of 50 states.</li> <li>❖ The capital city is Washington DC.</li> <li>❖ The USA has a wide range of environments.</li> <li>❖ The USA has a diverse population, including Native Americans.</li> <li>❖ Key physical geographical features found in the USA: Grand Canyon, Monument Valley, Old Faithful geyser, Niagara Falls.</li> <li>❖ the map key human geographical features found in the USA are like; Golden Gate Bridge, Hoover Dam, Statue of Liberty, Mount Rushmore</li> <li>❖ There are 23 countries in North America</li> <li>❖ The Largest country in North America is Canada</li> <li>❖ The largest city is Mexico City which is the capital of Mexico.</li> <li>❖ The longest river in North America is the Missouri river (2,341 miles long) and runs through 7 states in the USA.</li> <li>❖ The highest mountain is in Denali, Alaska (20,310ft high)</li> <li>❖ The biggest lake is called Lake Superior. This lake is as big as Austria.</li> <li>❖ Natural landmarks – Grand Canyon, Niagara Falls, Redwood National park.</li> <li>❖ New York City is the former capital of the USA and is in the south-east of New York state. It is made up of 5 boroughs: Manhattan, Brooklyn, the Bronx, Queens and Staten Island. People from around the world visit New York City to experience the rich culture and enjoy its famous landmarks, such as Times Square, Central Park and the Statue of Liberty</li> <li>❖ Man-made landmarks – Statue of Liberty, Chichen Itza, Golden Gate Bridge</li> <li>❖ Sports in the U.S.A. define much of its culture and many sports are played exclusively to the country including American Football, baseball, ice hockey and basketball. Many more countries have since developed these too.</li> <li>❖ When Christopher Columbus arrived in 1492, humans had been in North America for over 30,000 years. The Europeans settled on the land but disease and war meant most of the natives were killed. The U.S.A. declared its independence from Britain in 1776.</li> <li>❖ Native Americans are the indigenous people of the USA. The Native American population began to decline when European explorers discovered the USA and created colonies. Many Native Americans lost their lives due to the spread of disease or through wars with Europeans. Many Native Americans were forced to move onto reservations as the European colonies grew in number. More recently, the US government has done more to protect the rights, cultures and traditions of Native American</li> </ul>	<ul style="list-style-type: none"> <li>❖ The Iroquois are a tribe of Native American people who have inhabited Ontario in Canada and parts of northern New York state for more than 4000 years.</li> <li>❖ The Iroquois people originally lived near lakes and streams that provided water for drinking, fishing and a means of transportation.</li> <li>❖ Today, the Iroquois are often referred to as the Haudenosaunee or Six Nations and are made up of a group that includes the Mohawk, Seneca, Oneida, Onondaga, Tuscarora and Cayuga Tribes.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Capital – town or city where the government of a country is based.            Climate - typical weather for an area, region or country.            Indigenous – occurring naturally or originating in a particular place.            Landmark – A landscape feature that is easily seen and recognised from a distance.            Native American – A member of one of the groups of people who were living in America before the Europeans arrived.            Physical features – An item on a landscape that has occurred naturally.            State – A part of a large country that has its own government.            Tribe – A group of people who live together and share beliefs, customs and language.            President – A person who has the highest position in a country that does not have a King or Queen</p> <p><b>Science Knowledge</b></p> <ul style="list-style-type: none"> <li>❖ Many household devices and appliances run on electricity. Some plug in to the mains and others run on batteries</li> <li>❖ An electrical circuit consists of a cell or battery connected to a component using wires</li> <li>❖ If there is a break in the circuit, a loose connection or a short circuit the component will not work</li> <li>❖ A switch can be added to the circuit and turn the component on and off</li> <li>❖ Metals are good conductors so they can be used as wires in a circuit</li> <li>❖ Non-metallic solids are insulators except for graphite (pencil lead)</li> <li>❖ Water is not completely pure, also conducts electricity</li> <li>❖ Conductors allow electricity to pass through them, whereas insulators do not</li> <li>❖ Make a series circuit that works and name the component</li> <li>❖ Know whether a lamp will or will not light based on the circuit being complete or not</li> </ul>
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# Holy Trinity Church of England Primary School


<b>Year 4</b>						<b>Class Read: Harry Potter by J. K. Rowling</b>				
<b>Term: Spring One Topic: Potions</b>										
<b>Hook: Harry Potter World</b>										
<b>This term, we are Learning</b>	<b>History</b>	<b>Science</b>	<b>PSHE &amp; No Outsiders</b>	<b>French</b>	<b>Art</b>	<b>RE</b>	<b>Games</b>	<b>PE</b>	<b>Computing/ Online Safety</b>	<b>Music</b>
	History of Medicine	States of Matter	Keeping Safe	Classroom Objects	Drawing: Power Prints	What Jesus say about God's kingdom and why is it good news?	Team and Invasion Games – develop attacking and defending	Copy and repeat movement skills	Programming A – Repetition in shapes <b>LOGO</b>	Percussion  Vivaldi - Winter
<ul style="list-style-type: none"> <li>❖ Matter can be changed between states by heating or cooling</li> <li>❖ Water freezes at 0 degrees; water boils at 100 degrees .</li> <li>❖ Potions are liquids that are said to have healing or magical properties. Before people knew about modern medicines, healing potions, often made from herbs, were thought to cure a range of health problems.</li> <li>❖ The temperature of a substance can have an effect on its state. Temperature is measured in degrees centigrade. This can vary over time for materials, depending on the conditions in which they are kept.</li> <li>❖ Materials can be one of three states: solids, liquids or gases. Some materials can change from one state to another and back again.</li> <li>❖ Particles in a solid are close together and cannot move. They can only vibrate. These are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. Solids take up the same amount of space no matter what happens to them</li> <li>❖ Particles in a liquid are close together but can move around each other easily. Liquids take the shape of their container. They can change shape but do not change the amount of space they take up. They can flow or be poured</li> <li>❖ Particles in a gas are spread out and can move around very quickly in all directions</li> <li>❖ Anaesthetics are drugs used to put people to sleep when they have an operation</li> <li>❖ Having an anaesthetic means the patient will not feel pain during surgery. Many anaesthetics are gases and patients breathe them in through a breathing mask or tube</li> <li>❖ In 1846, an American Dentist, William Morton, first used a gas called ether for pain relief when pulling a tooth out. Before that, there was no pain relief during operation.</li> <li>❖ The discovery of anaesthetics is thought to be one of the greatest discoveries of all time.</li> </ul>						<p><b><u>Vocabulary Knowledge</u></b></p> <p><b>Anaesthetic</b> A substance that makes someone go to sleep or stops them from feeling any pain during an operation</p> <p><b>Evaporation:</b> This is water that takes the form of a gas. When water is boiled, it evaporates into a water vapour</p> <p><b>Melting:</b> This is when a solid changes to a liquid.</p> <p><b>Freezing:</b> Liquid turns to a solid during the freezing process.</p> <p><b>Evaporating:</b> Turn a liquid into a gas</p> <p><b>Potion:</b> A liquid that is not a medicine and is believed to have a magical effect on someone who drinks it</p> <p><b>Particle:</b> An extremely small piece of matter</p> <p><b>Vapour:</b> A gas or very small drops of liquid that result from heating a liquid</p>				

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<b>Year 4</b> <b>Term: Spring Two</b> <b>Topic: Burps, Bottoms and Bile</b>				<b>Class Read: The Miraculous Journey of Edward Tulane by Kate DiCamillo</b>					
<b>Hook: Centre of the Cell</b>									
<b>This term, we are learning:</b>	<b>Science</b>	<b>French</b>	<b>PSHE &amp; No Outsiders</b>	<b>Art</b>	<b>RE</b>	<b>Games</b>	<b>PE</b>	<b>Computing/ Online Safety</b>	<b>Music</b>
	Teeth types; Tooth decay and hygiene; The digestive system	Classroom and school objects	Rights and Respect  <i>Aalfred and Aalbert</i>	Painting – Light and Dark <b>DT</b> Home learning: Digestive system T-shirt	For Christians, is communion a celebration or act of remembrance	Athletics – Running, jumping, throwing	Pilates – core strength, agility and co-ordination	Data Logging Arduino Science Journal  Privacy and Security	<b>Percussion</b> Gershwin – Rhapsody in Blue - Ostinato
<ul style="list-style-type: none"> <li>❖ Digestion is the process when food is broken down and absorbed inside the body after being eaten. Humans need to absorb proteins, carbohydrates, fats, vitamins and minerals from their food to keep healthy and have enough energy to live and work.</li> <li>❖ The digestive system is directly affected by food and lifestyle. Eating a balanced diet and drinking plenty of water will keep food moving through the digestive system.</li> <li>❖ Humans have two sets of teeth over a lifetime. The first set of 20 teeth are called deciduous or milk teeth. They are gradually replaced by 32 adult teeth from about 6 years old.</li> <li>❖ Teeth are hard, white objects in the mouth that are used for biting and chewing. There are 4 types of teeth, which are shaped according to the job that they do.</li> <li>❖ Millions of bacteria live in the mouth. If sugary foods are left on teeth after eating, the sugar and bacteria form a sticky film on the teeth called plaque. The bacteria turns the sugar into acid which dissolve the enamel, leading to tooth decay</li> <li>❖ Inside the human body are the bones of our skeleton, supporting our body and holding it up. The skeleton provides a protective cage for the delicate organs inside. The ribcage protects the heart and lungs. As we grow, our skeleton grows with us. The human skeleton is made up of more than 200 bones</li> <li>❖ Brushing teeth twice a day with toothpaste containing fluoride helps prevent tooth decay. Visiting the dentist every 6 months will make sure any problems are sorted out as soon as possible</li> </ul>					<p style="text-align: center;"><b><u>The Digestive System Process:</u></b></p> <ul style="list-style-type: none"> <li>❖ Teeth chew food into small pieces in the mouth where they mix with saliva.</li> <li>❖ The muscles in the oesophagus move the food into the stomach.</li> <li>❖ The muscles in the stomach churn the food while acids and enzymes help break it down. (2-6 hours).</li> <li>❖ Partially digested food travels through the small intestine and nutrients are absorbed into the body (3-5 hours).</li> <li>❖ The large intestine removes excess water to make solid faeces (4-72 hours)</li> <li>❖ The faeces are stored in the rectum ready to leave the body through the anus.</li> </ul> <p><b><u>Key Vocabulary:</u></b></p> <p><b>Stomach:</b> An organ in the digestive system, where food is broken down with stomach acid and by being churned around.</p> <p><b>Small Intestines:</b> Part of the intestine where nutrients are absorbed by the body.</p> <p><b>Large Intestines:</b> Part of the intestine where water is absorbed from remaining waste food. Faeces are formed in the large intestine</p> <p><b>Incisor:</b> Bites and cuts food—found at the front of the mouth.</p> <p><b>Canine:</b> Tears and rips food—found at the side of the mouth.</p> <p><b>Premolar:</b> Hold and crushes food—found next to the incisors.</p> <p><b>Molar:</b> Grinds food ready for swallowing— found at the back of the mouth</p> <p><b>Carbohydrates:</b> give the body most of the energy it needs. They are also an important source of dietary fiber. Fiber helps people to digest their food.</p>				

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Year 4		Class Read: How to train a Dragon by Cressida Cowell								
Term: Summer One		Topic: Traders and Raiders								
Trip: Ufton Court										
This term, we are learning:	History	Geography	PSHE & No Outsiders	DT	French	Games	PE	R.E	Computing Online Safety	Music
		Anglo-Saxons and Vikings	Routes of the Viking invaders Settlements	Being my Best  When sadness comes to call	Structures: Design and build a longhouse	En Ville and Introductions to directions	Net and wall games developing sending and receiving skills	Dance – sequences and group work	Humanism – how do non-religious people celebrate mew life?	Photo editing Paint.net  Online Bullying
<ul style="list-style-type: none"> <li>❖ During the Roman rule of Britain, tribes from Denmark and Germany attempted to invade Britain. The Romans built shore forts on the east and south coasts of England to protect themselves from invasion. After the Romans left in AD 410, three tribes called the Angles, Saxons and Jutes invaded England. They attacked and killed Britons or caused them to flee to Cornwall, Wales or Scotland. By AD 600, the invaders had claimed England as their own country and divided it into seven kingdoms. Each kingdom was ruled by an Anglo-Saxon king.</li> <li>❖ After the invasion, people in the south and east of England settled into the Anglo-Saxon way of life. They lived in small villages of huts and farmed the land. They were great craftspeople who used metal, wood, clay and precious stones to make weapons, tools, pottery, furniture and jewellery.</li> <li>❖ When the Anglo-Saxons arrived in Britain, they were pagans which means they believed in different gods. Over time, most Anglo-Saxons converted to Christianity. They spoke Old English which developed from the language spoken by the Angles, Saxons and Jutes. Few people could read and write.</li> <li>❖ The kings of Anglo-Saxon Britain ruled their own kingdom and the people in it. They also controlled their own army.</li> <li>❖ Kings constantly fought to control other kingdoms and defend their land. When the Anglo-Saxons first settled there were 7 kingdoms. However, by 878 AD there was only 1 kingdom left.</li> <li>❖ <b>Alfred the Great:</b> There were many famous Anglo-Saxon kings, but the most famous of all was Alfred, one of the only kings in British history to be called 'Great'. He fought the Vikings and then made peace so that the English and Vikings settled down to live together. He encouraged people to learn and he tried to govern well and fairly. Alfred made good laws and believed education was important. He had books translated from Latin into English, so people could read them. Over several years the Viking army battled through Northern England and in 10 years, all kingdoms apart from Alfred the Great's Wessex, had fallen to the Viking rule.</li> <li>❖ <b>Edward the Confessor:</b> King Edward was one of the last Anglo-Saxon kings of England. He ruled between 1042 and 1066 AD. He was known for his religious beliefs and peaceful rule. When he died in 1066, he did not have any children to become king after him which led to the Norman invasion of England in 1066.</li> <li>❖ The Vikings (also known as Norsemen) came from three countries of Scandinavia: Denmark, Sweden and Norway.</li> <li>❖ The name 'Viking' means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. Vikings sailed the seas on longboats raiding and taking over land</li> </ul>						<ul style="list-style-type: none"> <li>❖ The Vikings sailed from Denmark, Sweden and Norway. The word "Viking" comes from the Old Norse language and means "a pirate raid". They first raided monasteries on the north coast of England in AD 793. Monasteries were easy targets for Vikings, as the monks had no weapons but lots of money. At first, the Vikings carried out violent raids, stealing precious items and burning down buildings, before returning home. However, they eventually conquered the land and took over many of the Anglo-Saxon kingdoms.</li> <li>❖ The Vikings lived in large homes, called longhouses which they shared with their animals. Longhouses were built from wood or stone with a thatched or turf roof. Many Vikings worked as farmers, growing crops and keeping animals. The Vikings were skilled craftsmen and made strong weapons, fast longships and beautiful metalwork and wooden carvings. They also made jewellery from metal, wood and glass. Viking women were skilled at spinning wool to weave into cloth and dyeing fabrics. The Vikings were pagan, unlike most people living in Britain at the time, who were Christians. Gradually, the Vikings became Christians to allow them to live and trade more easily with their neighbours</li> <li>❖ The Vikings did not have horns on their helmets! The horns were added to pictures later by Europeans to make the Vikings look more savage.</li> <li>❖ Their powerful longships could contain up to 60 Vikings.</li> <li>❖ When an important Viking died, they would put them in a boat with all their clothes and jewellery, set the boat on fire and pushed it out to sea.</li> </ul>				
<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>❖ Anglo-Saxons were the main group of people living in Britain when the Vikings invaded.</li> <li>❖ Danelaw were the area in Britain that the Danish Vikings ruled over</li> <li>❖ Longship was a Viking ship used for fighting and carrying out raids.</li> <li>❖ Rune was a letter from the alphabet used by Vikings.</li> <li>❖ AD means Anno Domini– AD is used to show dates after the Birth of Jesus.</li> <li>❖ Conflict means a disagreement about something important.</li> <li>❖ Invasion means one country attacking another to take it over</li> <li>❖ Settlement means a colony or any small community of people</li> <li>❖ After the Romans left Britain, it became more open to invasion.</li> <li>❖ Unified means a word meaning being together</li> <li>❖ Kingdom means a country whose ruler is king or queen</li> </ul>										

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<b>Year 4</b>				<b>Class Read: The Mousehole Cat by Antonia Barber, The Last Bear by Hannah Gold</b>						
<b>Term: Summer Two Topic: Blue Abyss</b>										
<b>Hook: The Blue Planet – cinema in the hall</b>										
<b>This term, we are learning:</b>	<b>Geography</b>	<b>Science</b>	<b>French</b>	<b>RSE</b>	<b>Art</b>	<b>RE</b>	<b>Games</b>	<b>PE</b>	<b>Computing</b>	<b>Music</b>
	Layers of the Ocean Pollution in our oceans	Classification and adaptation  Food chains in the ocean	En Ville and directions	Growing and changing	Craft and Design: Fabric of Nature	Thematic: How do people try to make the world a fairer place?	Striking and Fielding using clubs and bats	Gym – floor, vault jump and turns	Repetition in games  SCRATCH	Xylophones  Composition
<b>Key Knowledge:</b>					<ul style="list-style-type: none"> <li>❖ <b>Trenches:</b> Most animals living in this zone are unable to see</li> <li>❖ <b>Sunlight zone:</b> Most types of fish and animals, including dolphins, turtles, rays, seals, coral and jellyfish, live in this zone.</li> <li>❖ <b>Twilight Zone:</b> Animals such as whales, shrimps, swordfish, hatchet fish and octopuses live in this zone</li> <li>❖ <b>Great Barrier Reef</b> is the only living thing which is visible from space, the largest collection of coral and incredibly diverse!</li> <li>❖ <b>The Great Barrier Reef</b> is threatened by many things including global warming, tourism and the Crown of Thorns starfish which likes to eat it!</li> <li>❖ <b>Great Barrier Reef:</b> Corals are marine invertebrates that live in large groups called colonies. Some species produce hard exoskeleton that forms into a coral reef. The Great Barrier Reef, in the north-eastern coast of Australia, is the longest and largest coral reef in the world with over 600 type of coral. Corals are at risk of being destroyed by climate change, pollution and consumers.</li> <li>❖ <b>Bioluminescence:</b> Some animals use bioluminescence to warn off other animals, as camouflage, to attract prey (food) or to see in the dark.</li> <li>❖ Animals in the abyss and trenches use bioluminescence</li> </ul>					
<ul style="list-style-type: none"> <li>❖ Just over two thirds of the Earth's surface is covered with water. Most of this water is found in oceans.</li> <li>❖ There are five oceans called the Atlantic, Pacific, Indian, Arctic and Southern Oceans.</li> <li>❖ Seas are smaller than oceans and can be surrounded by land</li> <li>❖ Animals can be divided into six main groups: <b>mammals, reptiles, amphibians, birds, fish</b> and <b>invertebrates</b>.</li> <li>❖ There are five oceans in the world which cover just over two thirds of the Earth's surface; <b>Atlantic, Pacific, Indian, Arctic</b> and <b>Southern</b>.</li> <li>❖ Each ocean has five layers: <b>the sunlight zone</b>, the <b>twilight zone</b>, the <b>midnight zone</b>, <b>the abyss</b> and <b>the trenches</b>.</li> <li>❖ The ocean has five different layers. <b>Sunlight zone</b> - 0 m—200m;</li> <li>❖ <b>Twilight Zone</b> 200m—1000m - Very little light reaches this zone;</li> <li>❖ <b>Midnight</b> 1000m– 4000m; Sunlight does not reach this layer; <b>Abyss</b> 4000 m—6000m; <b>Trenches</b> lower than 6000m</li> <li>❖ Oceans are home to hundreds of thousands of marine species, each adapted to live at specific depths.</li> <li>❖ Animals are adapted to live in different oceans and in different layers of oceans</li> <li>❖ <b>Midnight:</b> In this zone, you will find animals such larger whales, squid, echinoids and blob fish. The only light in this zone is produced by bioluminescent (light-producing) animals, such as the angler fish</li> <li>❖ <b>Abyss:</b> The organisms that live in this zone include sea spiders, basket stars, medusas and sea pigs</li> </ul>					<b>Science Knowledge</b> <ul style="list-style-type: none"> <li>❖ <b>Producers</b> are found at the beginning of a food chain. They are usually green plants. They use energy from the sun to make their own food in a process called <b>photosynthesis</b>.</li> <li>❖ <b>Prey</b> are animals that are eaten by other animals.</li> <li>❖ <b>Predators</b> are animals that hunt, kill and eat other animals to get their food</li> <li>❖ <b>Consumers</b> get energy from eating plants and animals.</li> <li>❖ <b>Herbivore</b> – eats plants Carnivore – meat eater</li> <li>❖ <b>Omnivore</b> – eats both meat and plant</li> <li>❖ <b>Vertebrate:</b> An animal with a backbone</li> <li>❖ <b>Invertebrate:</b> An animal with no vertebrate</li> </ul>					

At Holy Trinity we have high expectations of all and our aim is that everyone is loved, nurtured, inspired and empowered within a caring and inclusive Christian community. We teach our children Christian values and promote positive attitudes to learning to ensure that they have all they need to become life long learners who reach their full potential and become good global citizens.

‘Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’<sup>31</sup> The second is this: ‘Love your neighbour as yourself.’