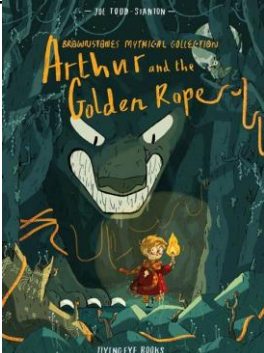
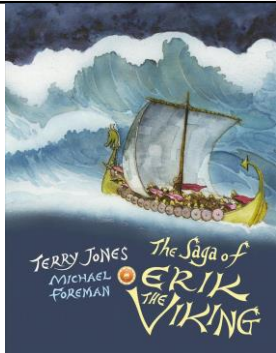

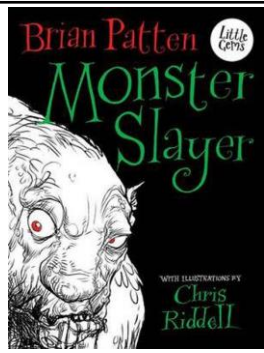




## YEAR 4 / Summer 1

### Invasion and settlement: The effect of the Anglo-Saxon and Vikings' settlement in Britain

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

KEY TEXTS			
			



<b>ACADEMIC EXCELLENCE</b>	<p>Quality First Teaching</p> <p>Focus on knowing more, doing more and remembering more</p> <p>Set challenging goals and work towards these</p> <p>Focus on next steps and acting on feedback to improve</p> <p>Review progress against own targets know that only our best is good enough</p>
<b>POSSIBILITIES AND RISKS</b>	<p>Challenging learning opportunities for children to be outside comfort zone</p> <p>Learn to discuss opinions openly without fear</p> <p>Make decisions about how to present work</p>

<b>LEARNING TO LEARN</b>	<p>Review and develop understanding of 5Rs with particular focus on responsibility.</p> <p>Celebrate successes and learning from mistakes</p> <p>Work towards Learning to Learn Awards</p> <p>Modelling of effective learning skills by staff</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Develop maturity in attitude towards other pupils by learning how to come to resolutions</p> <p>Develop maturity in understanding emotions and how to effectively deal with them</p> <p>Develop understanding of the variety of families in our society</p> <p>Understand the different faiths in our communities</p> <p>No Outsiders</p>



ENGLISH	READING	<p>Read a range of genres</p> <p>Support inferences with evidence</p> <p>Summarise key points in text Identify how language contribute to meanings</p> <p>Discuss use of figurative language</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Read and follow written instructions</p> <p>Identify how language, structure and presentation contribute to meaning</p>	MATHS	<p><b>Decimals (Continued)</b></p> <p>Round decimals</p> <p>Write fractions as a decimal</p>
	WRITING	<p>Produce a leaflet to promote White Hall</p> <p>Use commas after fronted adverbials</p> <p>Plan writing in paragraphs around a theme</p> <p>Correctly use of pronouns to avoid repetition</p> <p>Use short sentences for effect</p> <p>Understand and use subheadings</p> <p>Correctly using apostrophes for possession (singular and plural)</p> <p>Understand the correct use of apostrophes for contraction</p> <p>Increase the legibility and quality of handwriting</p> <p>Correct range of punctuation is used including; capital letters, full stops, question marks, exclamation marks</p> <p>Use prepositions to vary sentence starters</p> <p>Proof read for spelling and punctuation errors</p>		<p><b>Money</b></p> <p>Write amounts of money as decimals.</p> <p>Compare amounts of money.</p> <p>Round amounts of money to the nearest £1 and £10.</p> <p>Solve word problems involving the addition and subtraction of money.</p> <p>Solve word problems involving the multiplication of money.</p> <p>Solve word problems involving the division of money.</p> <p>Estimate sums of money.</p>
	SPELLING / PHONICS	<p>Use commas after fronted adverbials</p> <p>Secure spelling in homophones and year 3/4 statutory spellings</p> <p>Spell common homophones</p> <p>Spell words wit /s/ sound spelt 'sc'</p> <p>Correctly use apostrophe for possession- singular and plural</p>		<p><b>Length, Mass and Volume</b></p> <p>Convert between metres and centimetres.</p> <p>Convert between kilometres and metres.</p> <p>Estimate lengths based on other known lengths.</p> <p>Convert between different units of measure for mass.</p> <p>Have a realistic idea of how much common items weigh.</p> <p>Convert between different units of measure for volume.</p> <p>Ave a realistic idea of the volume common items can hold.</p> <p>Compare and order measurements</p> <p>Apply knowledge of mass, volume and length to solve problems.</p>
	SPOKEN LANGUAGE	<p>To speak audibly and fluently with an increasing command of Standard English</p> <p>To participate and prepare a short drama piece based on a text</p>		



SCIENCE	<p><b>Working Scientifically</b> Plan different scientific enquiries to answer questions, inc. Variables Set up simple practical equipment Take measurements with scientific equipment Plan a fair scientific investigation Record and present findings</p> <p><b>Biology - Living Things and their Habitats</b> 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 Recognise that environments can change and that this can sometimes pose dangers to living things</p>
HISTORY	<p><b>Royal Coronation</b> Understand the history and significance of the coronation Consider the legacy of the previous King Charles</p> <p><b>Invasion and Settlement of the Vikings and Anglo-Saxons</b> Understand where the Anglo-Saxons came from and how we know what we do about them. Understand that the term 'Anglo-Saxon' may need to be used with care. Explain some of the reasons of why the Anglo-Saxons may have come to Britain. Indicate some of the differences between the Anglo-Saxons, Vikings and Scots. Understand how these different societies linked together. Have some understanding of how these different societies were active around the North West and local to here. Explain the challenges the Anglo-Saxons and Vikings faced and how they tried to overcome them Understand some of the reasons of how the Vikings were able to achieve so much success Compare aspects of the way Anglo-Saxons and Vikings lived with life today. Explain differences in the way of life lived by different groups of people including rich, poor, men, women and children Summarise some of the key, event and people from Anglo-Saxon, Viking and Scots society</p>

COMPUTING	<p><b>Effective Searching</b> To locate information To use search effectively to find out information. To assess whether an information source is true and reliable. on the search results page.</p>
GEOGRAPHY	<p><b>History Focus</b> Identify the Scandinavian countries where the Anglo-Saxons and Vikings came from on a map</p>



MFL	<b>Family and the alphabet</b> The focus of this half term is family members and the alphabet Speak and write sentences from memory Ask and answer questions about family Orally ask, answer and spell names using the French alphabet	PHYSICAL EDUCATION	Athletics Improve their confidence and competence in running technique and skills Demonstrate confidence in different running speeds (100m, 200m) Be confident in using a sprint start technique Begin to understand pacing and show perseverance when running for sustained periods of time Develop the hurdling action and co-ordinate the different body parts when performing Be able to know the names of some muscles in the body and appropriate stretches for them Be able to take their own pulse <b>Health Related Fitness</b> Follow instructions to complete a set of exercises; Describe the different effects of aerobic and anaerobic exercise; Identify the parts of the upper body and participate in exercises that use their upper body muscles; Identify the parts of the lower body and participate in exercises which use their lower body muscles; Identify the core muscles and participate in exercises which use these muscles; Participate in a range of exercises; Set their own realistic targets for improvement; Notice how they are progressing towards personal targets and try hard to reach them.	
DESIGN TECNOLOGY	Art Focus		ART AND DESIGN	<b>Painting – Watercolour</b> Experiment with bleeding using watercolours Confidently add colour to water on the page to give depth of colour Begin to use light and shadow in the background and foreground Experiment with using a dry brush to add details and texture Use watercolour to paint over a design of “The Great Wave of Kangawa”
MUSIC	<b>Polyrhythm and Cross rhythm - Samba</b> Make extensive use of rhythmic notation Develop an understanding of bass and treble and start to discriminate between different parts. Develop co-ordination of hands, feet and whole body to demonstrate specific rhythm patterns Perform pre-composed rhythmic patterns and create new pattern		RELIGIOUS EDUCATION	<b>What kind of a world do we want to live in?</b> To describe how people of religious/ non-religious worldviews respond to world poverty. To identify what motivates people to give to charity.
PSHE	Learn about changes to our bodies when we are growing No Outsiders First Aid – dealing with common injuries, cuts and bruises, head bumps		ENRICHMENT	Earth Day 2023 The King’s Coronation National Numeracy Day