

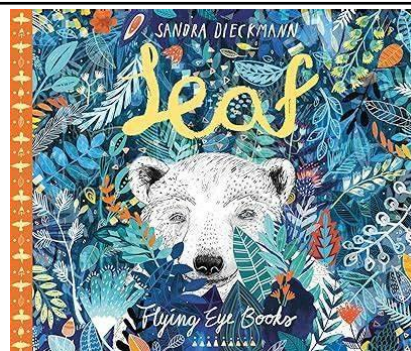


## YEAR 4 / Summer 1

### 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





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|--------------------------------|--|----------------------------|---|
| <b>ACADEMIC EXCELLENCE</b>     | <p>Quality First Teaching<br/>         Focus on knowing more, doing more and remembering more<br/>         Set challenging goals and work towards these<br/>         Focus on next steps and acting on feedback to improve<br/>         Review progress against own targets know that only our best is good enough</p> | <b>LEARNING TO LEARN</b>   | <p>Review and develop understanding of 5Rs with particular focus on responsibility:</p> <ul style="list-style-type: none"> <li>• Work well with other people in team and group situations in and outside of a classroom setting.</li> <li>• Work well independently.</li> <li>• Being trusted to follow instructions and school rules both in school and on residential.</li> <li>• Keeping our class room and other areas clean and tidy and understanding that we need to tidy up after ourselves.</li> </ul> <p>Celebrate successes and learning from mistakes<br/>         Work towards Learning to Learn Awards<br/>         Modelling of effective learning skills by staff</p> |
| <b>POSSIBILITIES AND RISKS</b> | <p>Challenging learning opportunities for children to be outside comfort zone<br/>         Learn to discuss opinions openly without fear<br/>         Make decisions about how to present work</p>   | <b>SOCIAL INTELLIGENCE</b> | <p>Develop maturity in attitude towards other pupils by learning how to come to resolutions<br/>         Develop maturity in understanding emotions and how to effectively deal with them<br/>         Develop understanding of the variety of families in our society<br/>         Understand the different faiths in our communities<br/>         No Outsiders<br/>         Adapting behaviours according to environments and audiences – home, school, school visits<br/>         Assemblies – linked to school aims</p>   |



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| ENGLISH | READING            | Read a range of genres including non-fiction and poetry<br>Support inferences with evidence<br>Summarise key points in text Identify how language contribute to meanings<br>Discuss use of figurative language<br>Use dictionaries to check the meaning of words that they have read<br>Read and follow written instructions<br>Identify how language, structure and presentation contribute to meaning   |
|         | WRITING            | Plan writing in paragraphs around a theme<br>Correctly use of pronouns to avoid repetition<br>Use short sentences for effect<br>Produce a leaflet to promote White Hall<br>Write an outsiders narrative<br>Use commas after fronted adverbials<br>Understand and use subheadings<br>Increase the legibility and quality of handwriting<br>Correct range of punctuation is used including; capital letters, full stops, commas, question marks, exclamation marks<br>Use prepositions to vary sentence starters<br>Proof read and editing work for spelling and punctuation errors<br>Redrafting work to improve it  |
|         | SPELLING / PHONICS | Secure spelling in homophones and year 3/4 statutory spellings<br>Words that are adverbs of manner<br>Variations of the /shun/ suffix –ssion and –cian<br>Correctly use apostrophe for contractions and possession- singular and plural   |
|         | SPOKEN LANGUAGE    | To speak audibly and fluently with an increasing command of Standard English.   |
| MATHS   |                    | <p><b>Fluency</b><br/>Be able to recall 2-12 times tables and the related division facts<br/>Be able to calculate using formal methods for the 4 operations.</p> <p><b>Decimals</b><br/>Recognise and write decimals with tenths and hundredths<br/>Compare and order decimals<br/>Round decimals<br/>Write fractions as a decimal<br/>Divide a whole number by 10 and 100<br/>Round decimals<br/>Write fractions as a decimal</p> <p><b>Money</b><br/>Write amounts of money as decimals.<br/>Compare amounts of money.<br/>Round amounts of money to the nearest £1 and £10.<br/>Solve word problems involving the addition and subtraction of money.<br/>Solve word problems involving the multiplication of money.<br/>Solve word problems involving the division of money.<br/>Estimate sums of money.</p> |



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| SCIENCE | <p><b>Working Scientifically</b><br/>           Talk about criteria for grouping, sorting and classifying<br/>           Plan different scientific enquiries to answer questions, inc. Variables<br/>           Set up simple practical equipment<br/>           Plan a fair scientific investigation<br/>           Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.<br/>           Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.<br/>           Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p><b>Electricity</b><br/>           Identify common appliances that run on electricity.<br/>           Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.<br/>           Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.<br/>           Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.<br/>           Recognise some common conductors and insulators, and associate metals with being good conductors.</p>                                | COMPUTING | <p><b>Effective Searching</b><br/>           To locate information<br/>           To use search effectively to find out information.<br/>           To assess whether an information source is true and reliable. on the search results page.</p> <p><b>Hardware Investigators</b><br/>           To understand the different parts that make up a computer.<br/>           To recall the different parts that make up a computer</p> <p><b>Introduction to Artificial Intelligence</b><br/>           To learn what is meant by the term artificial intelligence.<br/>           To be clear about ways artificial intelligence is used in our everyday lives.<br/>           To consider the future of artificial intelligence<br/>           To look at how artificial intelligence is used in music and the arts to create things.</p> |
| HISTORY | <p><b>Invasion and Settlement of the Vikings and Anglo-Saxons</b><br/>           Understand who the Anglo-Saxons and Vikings were<br/>           Know where the Angles, Saxons, Jutes, Frisians come from.<br/>           Understand why they came to Britain and move away from where they were born.<br/>           Have some understanding of the kind of people they were.<br/>           Know some of the challenges they faced in establishing settlement.<br/>           Understand how well the Anglo-Saxons and Vikings got on with each other<br/>           Understand the fear did the Viking raids caused<br/>           Have knowledge that there was a rivalry between Saxons and Vikings and who was more successful<br/>           Understand what life like in Anglo-Saxon and Viking Britain<br/>           Identify some of the differences in the lives led by Saxons and Vikings.<br/>           Know the importance of religion to the Saxons and Vikings.<br/>           Know that the Anglo-Saxons and Vikings left behind artefacts and that these give us information about how they lived their lives.<br/>           Have discussions around how far can we trust surviving evidence about the Saxons and Vikings.<br/>           Discuss what the Saxons and Vikings contributed to life at sea.<br/>           Have knowledge of what from the Saxon and Viking times we use today.</p> | GEOGRAPHY | <p><b>History Focus</b><br/>           Identify the Scandinavian countries where the Anglo-Saxons and Vikings came from on a map</p>   |



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| <b>MFL</b>               | <b>Family and the alphabet</b><br>To speak and write sentences from memory<br>To ask and answer questions about family<br>To orally ask, answer and spell names using the French alphabet   | <b>PHYSICAL EDUCATION</b>  | <b>Athletics</b><br>To develop stamina and an understanding of speed and pace in relation to distance<br>To develop power and speed in the sprinting technique<br>To develop technique when jumping for distance<br>To develop power and technique when throwing for distance<br>To develop a pull throw for distance and accuracy<br>To develop officiating and performing skills<br><b>Striking and Fielding – Rounders</b><br>To develop throwing and catching with accuracy and apply these to a striking and fielding game.<br>To develop bowling and learn the rules of the skill within this game.<br>To develop batting technique and understand where to hit the ball.<br>To develop fielding techniques and apply them to game situations.<br>To play different roles in a game and begin to think tactically about each role.<br>To apply skills and knowledge to compete in a tournament. |
| <b>DESIGN TECHNOLOGY</b> | Art Focus   | <b>ART AND DESIGN</b>      | <b>Painting – Watercolour</b><br>To experiment with bleeding using watercolours<br>To confidently add colour to water on the page to give depth of colour<br>To begin to use light and shadow in the background and foreground<br>To experiment with using a dry brush to add details and texture<br>To use watercolour to paint over a design of “The Great Wave of Kangawa”   |
| <b>MUSIC</b>             | <b>Polyrhythm and Cross rhythm - Samba</b><br>To make extensive use of rhythmic notation<br>To develop an understanding of bass and treble and start to discriminate between different parts.<br>To develop co-ordination of hands, feet and whole body to demonstrate specific rhythm patterns<br>To perform pre-composed rhythmic patterns and create new pattern | <b>RELIGIOUS EDUCATION</b> | <b>For Christians, when Jesus left; what was the impact of Pentecost?</b><br>To understand why Pentecost is important to Christians and describe how the disciples might have felt during the events.<br>To find out what the Bible says about Pentecost and think about how the story is shown in pictures and videos<br>To explain what Christians believe the Holy Spirit does and how it helps them live like Jesus.<br>To describe how Christians believe the Holy Spirit is part of the Trinity and how it helps them to share God’s love with others.  |
| <b>PSHE</b>              | SRE DAY- To learn about changes to our bodies when we are growing<br>No Outsiders<br>First Aid – dealing with common injuries, cuts and bruises, head bumps   | <b>ENRICHMENT</b>          | White Hall Residential<br>No Outsiders<br>VE Remembrance Day<br>Experience a walk through the woods with stories from history and legends.<br>Creating bird boxes for our local school and community environment.   |