

Anglo-Saxons - Year 4 - Spring 1, 2021



Spirituality: (R.E.; prayer; worship; reflection; meditation)

RE:

This half-term's RE will focus on 'Jesus at Prayer'. The children will gain knowledge of the following areas:

- Exodus narrative.
- The knowledge on how the Passover was celebrated in Jesus' time and how the Passover is celebrated today.

Children will take part in collective worship daily. This will allow children to prepare a collective worship based on a chosen scripture. It will also give the children an opportunity to pray for anything that they would like to pray for.

Emotional Awareness & Health: (relationships; respect; knowledge of selves and others; learning skills of empathy; PSE; citizenship; Sport & P.E.)

PE: Kick London will be teaching musical theatre.

SEAL: This half term SEAL will focus on 'Good to be me'

The theme is about understanding our feelings as well as considering our strengths and weaknesses as learners. We will also focus on our wellbeing with daily meditation, breathing tasks and mindfulness colouring.

Knowledge of the World: (Geography; History; Computing; Fair Trade)

History: Anglo-Saxons.

To learn about Britain's settlement by Anglo-Saxons, including Anglo-Saxons invasions, settlements and kingdoms.

Week 1: How do we know about the Anglo-Saxons?

Week 2: Who invaded Britain after the Romans left?

Week 3: What was life like for Anglo-Saxons?

Week 4: What did the Anglo-Saxons believe?

Week 5: What was the Heptarchy?

Week 6: Why did the Anglo-Saxons build forts?

Computing:

Use sequence, selection and repetition in programs; work with variables and various forms of input and output.

Week 1: To explore what weather is and what it can affect. Children will use search technologies to explore weather around the world. Children will learn how to record results and data onto a spreadsheet.

Week 2 and 3: To learn and combine a variety of software to design and create a weather station.

Week 4: To design an automated machine which uses selection to respond to sensor data.

Week 5: To explore and identify what satellites and forecasts are.

Week 6: To use green screen technology to present a weather forecast video.

1. Skills Builder: (Aiming High; Teamwork; Perseverance; Imagination; Sharing Ideas; Leading; Listening; Staying Positive; Solving Problems)

In all group work, we will be using these skills and developing them throughout the year.

2. Listening – Children will be required to follow sets of instructions in all subjects and they will listen to each other's ideas when they are participating in group work.

Solving problems – The children will be required to problem solve in many aspects of the curriculum but it is vital in our maths scheme, Maths No Problem as it is a focus for almost every lesson.

3. Teamwork – There will be many opportunities for children to work in a team over the course of the year through table talk, partner work and team discussions. They will hopefully develop their teamwork skills as the year progresses.

4. Imagination – The children will have many opportunities to use and explore their imaginations this year, especially as they will be writing their own stories, myths and legends. The children will also explore their imaginations to retell the story of Into the Forest and writing a playscript throughout English.

5. Perseverance – Perseverance and resilience is a main focus in Year 4 as children will be required to do some challenging activities and they will be taught not to give up and build on their perseverance skills that they already have.

The Arts: (Eng; Music; Art & Italian)

English:

Into the Forest (Anthony Browne) – The book will support the children’s understanding about plot, character development and emotional response to strong themes in narrative fiction. It will also support comprehension, composition and transcription skills.

Week 1: To make inferences and predictions about Into the Forest.

Week 2: To choose a range of vocabulary for clarity and poetry purposes. We will focus on the use of onomatopoeia, expanded noun phrases and adjectives to help with writing poetry.

Week 3: To infer a character’s feelings, actions and motives. To write a short recount based on a fictional first-person experience.

Week 4: To be able to retell the story of Into the Forest in narrative.

Week 5 & 6: To identify the features of a playscript. To write a playscript based on ‘Into the Forest’ using the correct features.

Week 1: To identify and use fronted adverbials correctly.

Week 2: Use of commas after fronted adverbials

Week 3: To use an appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition.

Week 4: To recap on the use of capital letters and full stops.

Week 5: To recap on prefixes to change the meaning of root words.

Week 6: To recap on suffixes to change the meaning of root words.

Handwriting – Children will learn use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. They will increase the legibility, consistency and quality of their handwriting through the Nelson handwriting scheme.

Week 1: Unit 12- Joining to and from the letter w: owf

Week 2: Unit 13- Joining from the letter m: mb

Week 3: Unit 14- Joining to the letter a from the letter w: wa

Week 4: Unit 15- Using a diagonal joining line: hi

Week 5: Unit 16- Speedwriting

Week 6: Unit 17- Joining from the letter i: ig

Spelling

Week 1: Homophones and Near Homophones

Week 2: Homophones and Near homophones

Week 3: Nouns ending in the suffix -ation

Week 4: Nouns ending in the suffix -ation

Week 5: Adding the prefix sub- (meaning ‘under’) and adding the prefix super- (meaning ‘above’)

Week 6: Plural Possessive Apostrophes with plural words

Enquiry: (Science; D.T.; Maths; open ended tasks)

Science: Electricity

Week 1: Identify common appliances that run on electricity

Week 2: construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

Week 3: 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

Week 4: Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Week 5: Recognise some common conductors and insulators, and associate metals with being good conductors.

Maths: Maths No Problem

Week 1: Subtracting with Renaming and Subtracting using Mental Strategies

Week 2: Solving word problems

Week 3: Multiplying by 6, 7, 9, 11 and 12.

Week 4: Dividing by 6, 7, 9, 11 and 12.

Week 5: Dividing with Remainder

Week 6: Solving Word Problems

Times tables: regular times tables check with the grid challenge, hit the button and times tables multiplication check.

The Arts: (Eng; Music; Art & Italian)

Music:

Week 1-3: To learn how to use and understand staff and other musical notation. The children will learn how to decipher the treble clef and the bass clef. They will learn the value associated to each musical notation.

Week 4-6: To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. The children will be introduced to famous composers, Mozart and Tchaikovsky. We will discuss the history behind their music, what they like about their music and how they are different to today’s music.

Art:

Week 1: To learn about a great artist, named Andy Warhol.

Week 2 and 3: To improve their mastery of the design technique ‘the blotted line technique’, by creating drawings of the Pop Art Movement.

Week 4 and 5: To improve their mastery of design techniques of the ‘blotted line technique’ by painting a range of Pop Art Movements.

Week 6: To improve their mastery of design techniques of ‘the blotted line technique’ by creating sculptures of a range of Pop Art Movements.

Italian:

To learn about weather, history and food