

English



Reading and writing learning centred around high quality texts:

Text:

- How to train your dragon

Written outcomes:

- Poem (kenning)
- Description of dragon
- Fact file and non-chronological report
- Diary entry based on the opening chapters (catching the dragons from the cave)
- Character studies: Snotlout, Dogsbreath and Hiccup, Fishlegs
- Instructions: how to look after a dragon (using Pie Corbett)
- Newspaper report on the discovery of Sutton Hoo

Text:

- Arthur and the Golden Rope

Written outcomes:

- Narrative Voice: Storytelling
- Writing in Role: journal
- Letter Writing
- Non-Chronological Report

Grammar and spelling:

Present tense, causal conjunctions, persuasive devices, expanded noun phrases, fronted adverbials, subordination

Punctuation: Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Commas after fronted adverbials and subordinate clauses, apostrophe for possession (singular and plural); inverted commas for speech

French

Holidays and Leisure:

Name activities in sports and music; express likes and dislikes; say what you will do in the near future; respond to questions about activities; write a diary for the week

Wider world:

Identify European countries and capitals; say where you live and ask where others live; say what your nationality is; say what country you are going to and ask others; identify forms of transport; use compass points

Computing

- Apple hunt
- Create an alien landscape
- What's a spreadsheet?
- My exciting world landmarks

P.E.

1st half: Rounders & Athletics: Throwing & Jumping
2nd half: Tennis & Athletics

Traders and Raiders: Anglo Saxons and Vikings

Year 4 Summer term

Big & strong, powerful & brave, the Saxons wave their battle axes and brandish their swords as they begin to invade Britain's shores. Sail back to the dark ages where battles were rife & fear reigned. We will explore the life of the Saxons, including how they lived & where they came from. We'll then meet the bloodthirsty Vikings from Scandinavia; never before had such terror swept the land! Are you ready to shine a light on the deadly Dark Ages..?

Ideas for topic texts to read at home: Beowulf, The Legends of King Arthur, Anglo-Saxon Boy, The Buried Crown, How to be an Anglo-Saxon in 13 Easy Steps, The Saga of Erik the Viking, Odd and the Frost Giants



Maths

Problem solving – decimals
Pounds and pence
Pounds, tenths and hundredths
Ordering amounts of money
Rounding money and using rounding to estimate money
Problem solving – pounds and pence and multiplication and division
Units of time
Converting times
Problem solving – units of time
Charts, tables and line graphs
Problem solving – graphs
Identifying, comparing and ordering angles
Identifying regular and irregular shapes
Classifying and comparing triangles and quadrilaterals
Deducing facts about shapes
Lines of symmetry inside and outside a shape
Completing symmetric figures and shapes
Describing position
Drawing, reasoning and moving on a grid

R.E.

The Early Christians

Know that Jesus made Peter Head of the Church and think about what this means for all Christians. Know that the Church began at Pentecost and think about what the Holy Spirit is able to do. Know what happened to Stephen and Saul and reflect on how God brings good out of evil. Know about the challenges of being an apostle and reflect on how God worked through Paul and Silas. Know about Paul's missionary journeys and reflect on Paul's faith and courage. Know about the teaching of the Apostles and reflect on how this teaching helps us today.

Church

Understand that the Church is a family and be aware that we belong to the Church. Understand that the Church is 'good news' for people and be aware that this 'good news' is also for us. Know about the different seasons in the Church's year and think about why these times are important for us. Know about the Communion of Saints and the Holy Souls and be aware of how they can help us. Know about God's call to individuals and reflect on their responses. Deepen our understanding of Mary and reflect on how she can help all of us

Islam

The 99 names of Allah. What do Muslims believe about Allah and the Qur'an?

Music

Students will learn about Latin music and develop their skills on the guitar by learning to play chord A. Students will play the bongos and the violin, learning how to correctly hold a violin and play pizzicato.

Geography & History

Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? How well did the Anglo-Saxons and Vikings get on with each other? What was life really like in Anglo-Saxon and Viking Britain? What did the Anglo-Saxons and Vikings leave behind?

Map Quest:

Locational Knowledge:

Europe

Map Skills:

Recognise differences between globe, atlas and maps (use maps of different scales).

Begin to understand how to use an atlas using index and contents.

To be able to identify well known countries by their outline.

Have an awareness of EU and key members (in / out?).

Simplified O.S map to build knowledge of Europe.

Know 8 points of a compass and be able to use them.

Use 4 figure grid references.

To be able to select the most appropriate route on a map and give details for that route.

Explain why different locations make popular holiday destinations.

Understanding of travel, time, distance e.g. Athens – 3 days (car), 3 ½ hours (plane).

Use digital / computer mapping and locate countries.

Recognise differences between map and aerial views.

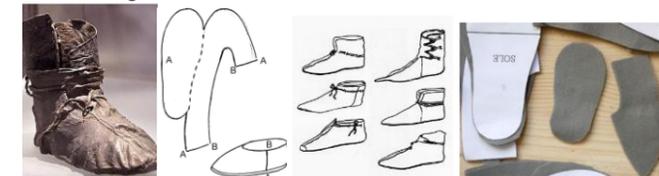
Know the difference between political and topographical map.

Art & D.T.

Art: We will look at the intricate patterns on Anglo-Saxon brooches and will design and create our own using clay We will explore some of the key characteristics of Anglo-Saxon architecture through drawing and will move on to create sculptures of these buildings using a variety of materials.



D.T: Textiles: Explore how shoes are designed and constructed by exploring the patterns of Viking turnboots. Use patterns, felt and cord to create a variety of Viking shoe styles and evaluate the effectiveness of each design.



Science

Working scientifically in Lower Key Stage 2

Raising Questions. They should be given a range of scientific experiences to enable them to raise their own questions about the world around them.

Choosing a suitable scientific enquiry. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions

Observations. They should help to make decisions about what observations to make, how long to make them for. They should make systematic and careful observations.

Fair testing. Recognise when a simple fair test is necessary.

Sorting and classifying. Talk about the criteria for grouping, sorting and classifying and use simple keys.

Secondary sources. They should recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Choosing equipment. They should help to make decisions about the type of simple equipment that might be used. They should learn how to use new equipment, such as a data logger and thermometers, appropriately.

Collecting data. They should collect data from their own observations and measurements.

Measuring. They should use standard units.

Recording. They should make decisions as to how to record in notes, drawings, labelled diagrams, bar charts or simple tables. Pupils should use relevant scientific language to communicate ideas and findings in ways that are appropriate for different audiences.

Analysing data. They should make decisions as to how to analyse the data. They should begin to look for patterns and decide what data to collect to identify them. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data

Making improvements. They should find ways of improving what they have already done.

Summer term topics

Electricity (continued from the Spring Term):

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- 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
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

Key scientist: Benjamin Franklin

Animals including humans

- Describe the simple functions of the basic parts of the digestive system in humans

Key Scientist: Eugenie Clark

P.S.H.E

- Emotions: Self-Respect – Let's Rock!
- Aspirations: Identified Strengths – I'm Good at That
- Aspirations: Identified Strengths – Future Me
- Aspirations: Setting Goals – That's My Goal!
- Aspirations: Setting Goals – The Impossible Dream
- ***Created to Live in Community:** Trinity House
- ***Created to Live in Community:** What is the Church?
- ***Created to Live in Community:** How Do I Love Others?