

Year 4 Spring Term

Key question: *Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?*

Geography: *Anglo Saxons and Vikings*

Knowledge

- Locate the origins of the Anglo Saxons and Vikings in the context of Europe.
- Use the four points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use maps and atlases to support their learning.
- To use maps and digital resources to locate Anglo Saxon and Viking settlements
- To be able to understand what it was like in an Anglo Saxon and Viking village
- Know some Anglo Saxon and Viking settlements and how they farmed.
- Explore how UK place names have been influenced by the Anglo Saxons.

History Focus: *Anglo Saxons and Vikings*

Knowledge

- Identify the connection between the Anglo Saxons and Romans.
- Know a chronological timeline linking the Anglo Saxons and Romans.
- Investigate how the Anglo Saxons changed Britain, including arrival of Scots to Ireland.
- Know that Anglo Saxon Art work is reflected through pottery and culture.
- Know the pagan religion of Anglo Saxon and how this developed into Christianity.
- Understand who King Alfred was and why he was titled The Great.
- Research who the Vikings were and where they came from.
- Discuss the struggle for the throne and the Battle of Hastings.
- Compare Viking raids to the Anglo Saxons and their struggle to control Britain.
- Look at different aspects of Viking life; food, clothes, homes and jobs from a range of sources.
- Research Viking law and justice and compare to the modern day justice system.
- Discuss the struggle for the throne and then

Science Focus: *States of Matter*

Knowledge

- Describe the properties of solids, liquids and gases.
- Explain that melting and freezing are opposite processes that change the state of a material.
- Identify the melting and freezing point of several different materials.
- Explain that heating causes evaporation and cooling causes condensation.
- Explain that evaporation and condensation are opposite processes that change the state of a material.
- Explain that the higher the temperature, the quicker water evaporates.
- Explain what happens to water at the different stages of the water cycle.

	<p>research the life of Edward the Confessor, his death and what happened after he died.</p> <ul style="list-style-type: none"> • Discuss the advantages and disadvantages of the Viking and Anglo Saxon life. 	
<p><u>Key vocabulary:</u> Migration, Raid, Battle of Hastings, Settlement, Invasion, Roman, Angles, Saxons, Jutes, Vikings</p>	<p><u>Key vocabulary:</u> Migration, Raid, Battle of Hastings, Settlement, Invasion, Roman, Angles, Saxons, Jutes, Vikings</p>	<p><u>Key vocabulary</u> Solids, Liquids, Gases, Cooling, Heating, Condensation, Evaporation, Freezing, Solidification, Melting, Temperature, Celsius, Water cycle</p>
<p><u>English focus:</u> <i>Spiderwick Chronicles and Poetry: Exploring Poetic Form</i></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Identify features of a non-chronological report. • Compose a non-chronological report on their given country. • Explore stories from other cultures. • Create developed settings, characters and plot in narratives. • Use appropriate organisational devices in non-narrative material [for example, headings and subheadings]. • Organise paragraphs around a theme consistently. Evaluation and Editing: • Assess the effectiveness of their own and others' writing and suggest improvements. • Listen to and talk about a wide range of fiction, plays, poetry, non-fiction and reference books. • Read books that are structured in different ways and written for different purposes. 	<p><u>Design and Technology focus:</u> <i>Adapting an Anglo-Saxon / Viking Recipe</i></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing recipes that are fit for purpose. • Generate, develop, model and communicate their ideas through discussion and annotated sketches. • Select from and use a wider range of tools and equipment to follow their recipe. • investigate and analyse a range of existing products • evaluate their ideas and outcomes against their own design criteria and consider the views of others to improve their work • To apply their understanding of how to combine materials. 	<p><u>Computing focus:</u> <i>Photo editing, Data logging</i></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To recognise how text and images convey information • To recognise that text and layout can be edited • To choose appropriate page settings • To add content to a desktop publishing publication • To consider how different layouts can suit different purposes • To consider the benefits of desktop publishing • To understand that sets of instructions for computers in a sequence are also called algorithms or programs. • To understand that animations create an illusion of movement by showing a sequence of still images. • To understand that inputs and outputs involve the flow of data in and out of computers.

<ul style="list-style-type: none"> • Use a dictionary to check the meaning of words • Retell a wider range of books • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary <p>Range of Narratives:</p> <ul style="list-style-type: none"> • Reports • Narrative • Letters • Diary (recount) 		<ul style="list-style-type: none"> • To understand how inputs, outputs, and computer code work together to make control systems • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • Verbs – Past perfect continuous: “had” + past participle + “-ing” • Powerful verbs - Find synonyms of words to up-level sentences and give a greater effect • Prepositions: at, underneath, since, towards, beneath, beyond • Plurals for nouns ending with a “y”: change the “y” to an “i” and add “-es” e.g. <i>baby</i> – <i>babies</i> • Verbs - ending in “y”: change the “y” to an “i” and add “-es” carry – carries 	<p><u>Key vocabulary</u></p> <p>Mix, utensils, combine, evaluate, design, taste, texture, bake, analyse, recipe</p>	<p><u>Key vocabulary</u></p> <p>Animation, stop-frame, events, onion skinning, media, import, transition, attribute, branching, database, structure, organise, decision tree</p>

<ul style="list-style-type: none"> • Verbs –Modal verbs: could, should, would • Starting a sentence with “-ing”, using a comma to demarcate the subordinate clause: e.g. Flying through the air, Harry crashed into a hidden tree. • Capital letters for proper nouns: names, places, days of the week, months, titles and languages 		
<p><u>RE focus:</u> <i>Teachings, the importance of special books</i></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Understand that the Bible is a sacred book for Christians. • Understand the history and significance of the Bible. • Understand the Qur’an is the Islamic Holy Book. • Muslims believe the Qur’an is the direct word of Allah their God • Understand the word of God was revealed to the prophet Muhammed (pbuh) through the angel Jibril • Understand the Guru Granth Sahib is the Sikh Holy Book. • Recognise the Hindu Holy Book The Bhargavad Gita (Four Vedas) • Understand the History of the Bhagavad Gita and its teachings 	<p><u>Music focus:</u> <i>Glockenspiel</i></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Play a part on a tuned instrument from memory or using simple notation. • To rehearse and perform their part within the context of a song. • Listen to /follow musical instructions from a leader. • To recognise and be able to talk about the instruments used in class • Talk about improvisation /recognise that improvising means making up a tune or rhythm on the spot. • Improvise using instruments in the context of songs they are learning to perform, using a limited range of notes 	<p><u>Maths</u></p> <p><u>Knowledge</u></p> <p>We will be following the White Rose Maths scheme. In the Spring term the focus will be on:</p> <ul style="list-style-type: none"> • Number • Multiplication • Division • Area • Fractions • Decimals

<p><u>Key vocabulary</u></p> <p>Bible, Qur'an, Allah, prophet, Muhammed, Jibril, Guru Granth Sahib, Bhargavad Gita, Four Vedas, Scared</p>	<p><u>Key vocabulary</u></p> <p>Glockenspiel, beat, rhythm, call and response, notes, improvisation, tune, tuned.</p>	<p><u>Key vocabulary</u></p> <p>Multiply, Factor Pairs, digits, area, shape, compare, half, quarter, tenths, hundredths. Equivalent, decimals, place value.</p>
<p><u>Physical Education focus: Handball / Dance / Para Sports / Fitness</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To begin to throw and catch while on the move • To develop accuracy while shooting • Apply individual defending skills • To use and change direction and speed to lose a defender • To maintain possession • To copy and create actions in response to an idea • To choose actions to a theme • To remember and repeat actions to create a dance. • To use choreographing ideas to change how actions are performed. • To develop body awareness • To develop speed and strength • To complete actions to develop coordination • To complete actions to develop agility and balance. 	<p><u>Art and Design: Famous Buildings - Sir Christopher Wren</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To explore and examine buildings in a range of architectural styles. • To explore the architecture of Sir Christopher Wren • To explore colour and pattern in the design of St Basil's Cathedral. • To explore the design features of the Taj Mahal. • To examine the architecture of the Sydney Opera House. • To be able to design a building for a particular purpose. • Create sketches to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques – drawing, painting with a range of materials (pencil, pastels, charcoal and scissors). 	<p><u>French focus: Presenting myself and Family</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Use basic greetings in French, ask somebody how they are feeling and reply when asked. • Ask somebody their name in French and reply when asked. • Ask somebody where they live in French and reply when asked. • Express their nationality in French and understand basic gender agreement rules. • I can tell you the words for family members in French and, with support, tell you what relation they are to me • I can recognise numbers 1-20 in French but will need some form of support when counting them myself. • I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'.

Key vocabulary

Coordination, running, jumping, balance, agility, throwing, catching, balance, handball, dance, choreography, possession, speed, strength.

Key Vocabulary

Sir Christopher Wren, architecture, pattern, St Basil's Cathedral, Taj Mahal, Sydney Opera House.

Key vocabulary

Bonjour, salut, au revoir, ca va, ca va bien, ca val mal, la mère, la sœur, le père, le frère, la grand-mère, le grand-père, la tante, l'oncle

PSHE:

Keeping Myself safe, Rights and responsibilities

- Recognise things that might influence someone to take risks
- Understand the risks of smoking or drinking alcohol on a person's body
- Identify positive and negative influences, when making decisions.
- Understand that I can make a difference in relation to different things such as the environment, looking after people.
- Explain how reports (TV, newspapers or websites) can give messages that might influence how people think about things and why this might be a problem.

Key vocabulary

Influence, risk, smoking, alcohol, choices, differences, media