

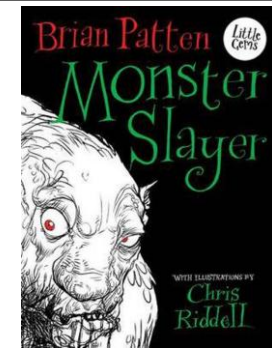
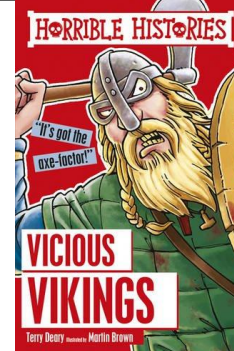
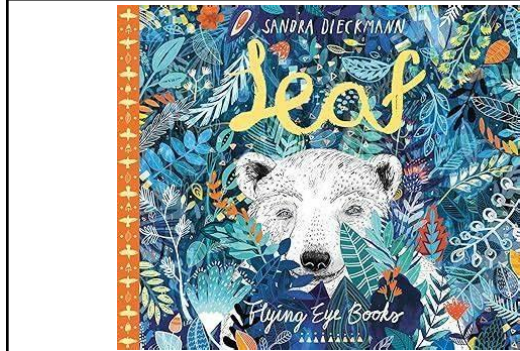


## YEAR 4 / Summer 1

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

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>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>	<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>	<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.</p>

#### KEY TEXTS





<p><b>ACADEMIC EXCELLENCE</b></p>	<p>Quality First Teaching                  Focus on knowing more, doing more and remembering more                  Set challenging goals and work towards these                  Focus on next steps and acting on feedback to improve                  Review progress against own targets know that only our best is good enough</p>	<p><b>LEARNING TO LEARN</b></p>	<p>Review and develop understanding of 5Rs with particular focus on responsibility:                  Work well with other people in team and group situations in and outside of a classroom setting.                  Work well independently.                  Being trusted to follow instructions and school rules both in school and on residential.                  Keeping our class room and other areas clean and tidy and understanding that we need to tidy up after ourselves.                  Celebrate successes and learning from mistakes                  Work towards Learning to Learn Awards</p>
<p><b>POSSIBILITIES AND RISKS</b></p>	<p>Challenging learning opportunities for children to be outside comfort zone                  Learn to discuss opinions openly without fear                  Make decisions about how to present work</p>	<p><b>SOCIAL INTELLIGENCE</b></p>	<p>Develop maturity in attitude towards other pupils by learning how to come to resolutions                  Develop maturity in understanding emotions and how to effectively deal with them                  Develop understanding of the variety of families in our society                  Understand the different faiths in our communities                  No Outsiders                  Adapting behaviours according to environments and audiences – home, school, school visits                  Assemblies – linked to school aims</p>



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



<b>SCIENCE</b>	<p><b>Working Scientifically</b>                  Talk about criteria for grouping, sorting and classifying                  Plan different scientific enquiries to answer questions, inc. Variables                  Set up simple practical equipment                  Plan a fair scientific investigation                  Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.                  Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.                  Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p><b>Habitats and Deforestation</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>
<b>HISTORY</b>	<p><b>Invasion and Settlement of the Vikings and Anglo-Saxons</b>                  Understand who the Anglo-Saxons and Vikings were                  Know where the Angles, Saxons, Jutes, Frisians come from.                  Understand why they came to Britain and move away from where they were born.                  Have some understanding of the kind of people they were.                  Know some of the challenges they faced in establishing settlement.                  Understand how well the Anglo-Saxons and Vikings got on with each other                  Understand the fear did the Viking raids caused                  Have knowledge that there was a rivalry between Saxons and Vikings and who was more successful                  Understand what life like in Anglo-Saxon and Viking Britain                  Identify some of the differences in the lives led by Saxons and Vikings.                  Know the importance of religion to the Saxons and Vikings.                  Know that the Anglo-Saxons and Vikings left behind artefacts and that these give us information about how they lived their lives.                  Have discussions around how far can we trust surviving evidence about the Saxons and Vikings.                  Discuss what the Saxons and Vikings contributed to life at sea.                  Have knowledge of what from the Saxon and Viking times we use today.</p>

<b>COMPUTING</b>	<p><b>Creating Media – Photo Editing</b>                  To explain that the composition of digital images can be changed                  To explain that colours can be changed in digital images                  To explain how cloning can be used in photo editing                  To explain that images can be combined                  To combine images for a purpose                  To evaluate how changes can improve an image</p>
<b>GEOGRAPHY</b>	<p><b>History Focus</b>                  Identify the Scandinavian countries where the Anglo-Saxons and Vikings came from on a map</p>



MFL	<p><b>Family and the alphabet</b> To speak and write sentences from memory To ask and answer questions about family To orally ask, answer and spell names using the French alphabet</p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Athletics</b> To develop stamina and an understanding of speed and pace in relation to distance To develop power and speed in the sprinting technique To develop technique when jumping for distance To develop power and technique when throwing for distance To develop a pull throw for distance and accuracy To develop officiating and performing skills</p> <p><b>Central Net Games – Short Tennis</b> Develop racket and ball control Develop returning the ball using a forehand and understand when to use it Develop the backhand and when to use it Keep a continuous rally going showing increased technique Use and apply rules and simple tactics Understand and use rules to manage a game</p>
DESIGN TECHNOLOGY	Art Focus	
MUSIC	<p><b>Polyrhythm and Cross rhythm - Samba</b> To make extensive use of rhythmic notation To develop an understanding of bass and treble and start to discriminate between different parts. To develop co-ordination of hands, feet and whole body to demonstrate specific rhythm patterns To perform pre-composed rhythmic patterns and create new pattern</p>	<p><b>ART AND DESIGN</b></p> <p><b>Painting – Watercolour</b> To experiment with bleeding using watercolours To confidently add colour to water on the page to give depth of colour To begin to use light and shadow in the background and foreground To experiment with using a dry brush to add details and texture To use watercolour to paint over a design of “The Great Wave of Kangawa”</p>
PSHE	<p>SRE DAY- To learn about changes to our bodies when we are growing No Outsiders First Aid – dealing with common injuries, cuts and bruises, head bumps</p>	<p><b>RELIGIOUS EDUCATION</b></p> <p><b>For Christians, when Jesus left; what was the impact of Pentecost?</b> To understand why Pentecost is important to Christians and describe how the disciples might have felt during the events. To find out what the Bible says about Pentecost and think about how the story is shown in pictures and videos To explain what Christians believe the Holy Spirit does and how it helps them live like Jesus. 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.</p> <p><b>ENRICHMENT</b></p> <p>White Hall Residential No Outsiders Visit from “Show Racism the Red Card” Litter picking week</p>