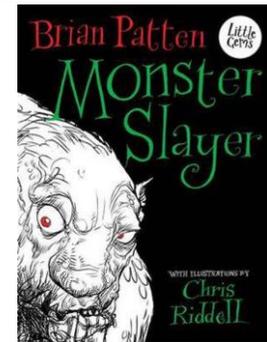
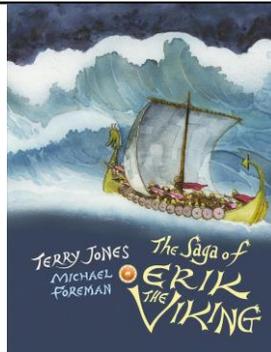
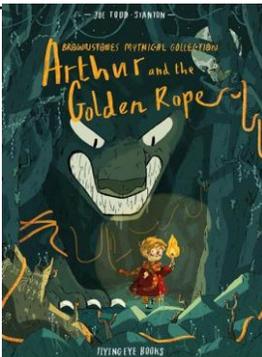


YEAR 4 / Summer 1

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>ACADEMIC EXCELLENCE</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>LEARNING TO LEARN</p>	<p>Review and develop understanding of 5Rs with particular focus on responsibility:</p> <ul style="list-style-type: none"> • 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. <p>Celebrate successes and learning from mistakes Work towards Learning to Learn Awards Modelling of effective learning skills by staff</p>
<p>POSSIBILITIES AND RISKS</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>SOCIAL INTELLIGENCE</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>



ENGLISH	READING	<p>Read a range of genres including non-fiction and poetry</p> <p>Support inferences with evidence</p> <p>Summarise key points in text Identify how language contribute to meanings</p> <p>Discuss use of figurative language</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Read and follow written instructions</p> <p>Identify how language, structure and presentation contribute to meaning</p>	MATHS	<p>Fluency</p> <p>Be able to recall 2-12 times tables and the related division facts</p> <p>Be able to calculate using formal methods for the 4 operations.</p>
	WRITING	<p>Produce a leaflet to promote White Hall</p> <p>Use commas after fronted adverbials</p> <p>Plan writing in paragraphs around a theme</p> <p>Correctly use of pronouns to avoid repetition</p> <p>Use short sentences for effect</p> <p>Understand and use subheadings</p> <p>Correctly using apostrophes for possession (singular and plural)</p> <p>Understand the correct use of apostrophes for contraction</p> <p>Increase the legibility and quality of handwriting</p> <p>Correct range of punctuation is used including; capital letters, full stops, question marks, exclamation marks</p> <p>Use prepositions to vary sentence starters</p> <p>Proof read for spelling and punctuation errors</p>		<p>Money</p> <p>Write amounts of money as decimals.</p> <p>Compare amounts of money.</p> <p>Round amounts of money to the nearest £1 and £10.</p> <p>Solve word problems involving the addition and subtraction of money.</p> <p>Solve word problems involving the multiplication of money.</p> <p>Solve word problems involving the division of money.</p> <p>Estimate sums of money.</p>
	SPELLING / PHONICS	<p>Use commas after fronted adverbials</p> <p>Secure spelling in homophones and year 3/4 statutory spellings</p> <p>Spell common homophones</p> <p>Spell words wit /s/ sound spelt 'sc'</p> <p>Correctly use apostrophe for possession- singular and plural</p>		<p>Length, Mass and Volume</p> <p>Convert between metres and centimetres.</p> <p>Convert between kilometres and metres.</p> <p>Estimate lengths based on other known lengths.</p> <p>Convert between different units of measure for mass.</p> <p>Have a realistic idea of how much common items weigh.</p> <p>Convert between different units of measure for volume.</p> <p>Ave a realistic idea of the volume common items can hold.</p> <p>Compare and order measurements</p> <p>Apply knowledge of mass, volume and length to solve problems.</p>
	SPOKEN LANGUAGE	<p>To speak audibly and fluently with an increasing command of Standard English</p>		



SCIENCE	<p>Working Scientifically 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>Electricity 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.</p>
HISTORY	<p>Invasion and Settlement of the Vikings and Anglo-Saxons 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>

COMPUTING	<p>Effective Searching To locate information To use search effectively to find out information. To assess whether an information source is true and reliable. on the search results page.</p>
GEOGRAPHY	<p>History Focus Identify the Scandinavian countries where the Anglo-Saxons and Vikings came from on a map</p>



MFL	<p>Family and the alphabet The focus of this half term is family members and the alphabet Speak and write sentences from memory Ask and answer questions about family Orally ask, answer and spell names using the French alphabet</p>	PHYSICAL EDUCATION	<p>Athletics Develop confidence in pacing using different techniques to run at different speeds and distances in middle distance events Continue to develop fluency and pace when running over obstacles Refine the scissor action when performing the high jump with increasing accuracy and control Improve the standing long jump technique when jumping for distance demonstrating strength and balance Confidently use a standing sprint start and introduce a sprint finish Develop the technique used in the acceleration phase showing fluency and control Develop the changeover element and maintain an accurate sprinting technique when working in a team</p> <p>Striking and Fielding To position themselves correctly in a batting stance, using the correct batting grip; To be able to strike a ball, usually going in their chosen direction; To direct a bowled ball towards an intended target, with some accuracy, making the ball bounce at least once with each delivery; Apply learnt striking and fielding skills during a competitive match; To show an understanding of the importance of communication and teamwork in a striking and fielding game.</p>
DESIGN TECHNOLOGY	Art Focus	ART AND DESIGN	<p>Painting – Watercolour Experiment with bleeding using watercolours Confidently add colour to water on the page to give depth of colour Begin to use light and shadow in the background and foreground Experiment with using a dry brush to add details and texture Use watercolour to paint over a design of “The Great Wave of Kangawa”</p>
MUSIC	<p>Polyrhythm and Cross rhythm - Samba Make extensive use of rhythmic notation Develop an understanding of bass and treble and start to discriminate between different parts. Develop co-ordination of hands, feet and whole body to demonstrate specific rhythm patterns Perform pre-composed rhythmic patterns and create new pattern</p>	RELIGIOUS EDUCATION	<p>What kind of a world do we want to live in? To describe how people of religious/ non-religious worldviews respond to world poverty. To identify what motivates people to give to charity.</p>
PSHE	<p>Learn about changes to our bodies when we are growing No Outsiders First Aid – dealing with common injuries, cuts and bruises, head bumps</p>	ENRICHMENT	<p>White Hall Residential Book Swap Day No Outsiders</p>