

**Year Four Term 2    Anglo-Saxons and Scots**

<b>English</b>	<p><b><u>MAIN TEXT :Scottish Folklore - The Kelpie</u></b> (tragedy)</p> <p><b>POETRY:</b> <b>Performance Poetry – ‘The Jabberwocky’</b> <b>Exploring Poetic Types</b> Haiku/cinquain linked to The Water Kelpie</p> <p><b>Fiction: Stories in historical settings</b> The kelpie (Big Write – Innovate)</p> <p><b>Non-fiction: Recounts/ Newspapers</b> Newspaper report linked to the capture of the water kelpie (Big Write)</p>	<p><b><u>Reading for Enjoyment</u></b></p> <p>The BFG – Roald Dahl</p> <p><b><u>Picture book</u></b> The Day of Ahmed’s Secret</p>
<b>Mathematics</b>	<p>Maths No Problem Chapter 3- Multiplication and division Chapter 4 – Further multiplication and division</p>	
<b>Science</b>	<p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"> <li>•Can they compare and group materials together, according to whether they are solids, liquids or gases?</li> <li>•Can they explain what happens to materials when they are heated or cooled?</li> <li>•Can they measure or research the temperature at which different materials change state in degrees Celsius?</li> <li>•Can they use measurements to explain changes to the state of water?</li> <li>•Can they identify the part that evaporation and condensation has in the water cycle?</li> <li>•Can they associate the rate of evaporation with temperature?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they group and classify a variety of materials according to the impact of temperature on them?</li> <li>•Can they explain what happens overtime to materials such as puddles on the playground or washing hanging on a line?</li> <li>•Can they relate temperature to change of state of materials?</li> </ul> <p><b><u>Working scientifically</u></b></p> <ul style="list-style-type: none"> <li>•Can they group &amp; classify a variety of different materials using a range of criteria?</li> <li>•Can they make observations about the effect of temperature on different substances (avoid observing situations where the effect of temperature changes a substance e.g. baking bread dough)?</li> <li>•Can they undertake research to explore the temperatures at which changes of state occur in a range of materials?</li> <li>•Can they raise questions relating to the effects of time/environment on solids, liquids &amp; gases e.g. puddles after rain, washing on the line, snowmen...</li> <li>•Can they explore ways in which to investigate &amp; find the answers to their questions?</li> </ul>	
<b>History</b>	<p><b><u>Britain’s settlement by Anglo-Saxons and Scots</u></b></p> <p><b>This could include these events:</b></p> <ul style="list-style-type: none"> <li>•Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>•Scots invasions from Ireland to north Britain (now Scotland)</li> <li>•Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>•Anglo-Saxon art and culture</li> <li>•Christian conversion –Canterbury, Iona and Lindisfarne</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>•Can they explain how events from the past have helped shape our lives?</li> <li>•Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>•Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>•Can they compare &amp; contrast their own experience of the world with the experiences of a child living in Britain during the time period being studied? Which era would they prefer to live in &amp; why?</li> <li>•Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they recognise that people’s way of life in the past was dictated by the work they did?</li> <li>•Do they appreciate that the food people ate was different because of the availability of different sources of food?</li> <li>•Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>•Can they research two versions of an event and say how they differ?</li> <li>•Can they give more than one reason to support an historical argument?</li> <li>•Can they communicate knowledge and understanding orally and in writing and offer points of view based</li> </ul>	

	<p>upon what they have found out?</p> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>•Can they plot recent history on a timeline using centuries?</li> <li>•Can they place periods of history on a timeline showing periods of time?</li> <li>•Can they place periods of history on a timeline showing periods of time? Can they order artefacts relating to the time period studied and/or order major invasions of the British Isles (without being given the dates?)</li> </ul> <ul style="list-style-type: none"> <li>•Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they begin to build up a picture of what main events happened in Britain during this time?</li> </ul>
<b>Geography</b>	<b>No geography</b>
<b>e-safety</b>	<p><b>Knowledge and Understanding</b></p> <p>Do they understand the need for rules to keep them safe when exchanging learning and ideas online?</p> <ul style="list-style-type: none"> <li>•Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?</li> <li>•Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?</li> <li>•Can they use strategies to verify information, e.g. cross-checking?</li> <li>•Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?</li> <li>•Do they understand that copyright exists on most digital images, video and recorded music?</li> <li>•Do they understand the need to keep personal information and passwords private?</li> <li>•Do they understand that if they make personal information available online it may be seen and used by others?</li> <li>•Do they know how to respond if asked for personal information or feel unsafe about content of a message?</li> <li>•Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?</li> <li>•Do they know how to report an incident of cyber bullying?</li> <li>•Do they know the difference between online communication tools used in school and those used at home?</li> <li>•Do they understand the need to develop an alias for some public online use?</li> <li>•Do they understand that the outcome of internet searches at home may be different than at school?</li> </ul> <p><b>Skills</b></p> <p>Do they follow the school's safer internet rules?</p> <ul style="list-style-type: none"> <li>•Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?</li> <li>•Can they begin to identify when emails should not be opened and when an attachment may not be safe?</li> <li>•Can they explain how to use email safely?</li> <li>•Can they use different search engines?</li> </ul>
<b>Computing</b>	<p><b>Databases</b></p> <p><b>Handling Data –Purple Mash/2Investigate</b></p> <ul style="list-style-type: none"> <li>•Can they input data into a prepared database?</li> <li>•Can they sort and search a database to answer simple questions?</li> <li>•Do they recognise what a spread sheet is?</li> <li>•Can they use the terms 'cells', 'rows' and 'columns'?</li> <li>•Can they enter data, highlight it and make bar charts?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they copy and paste the graph/bar chart and use it in a word processing document?</li> </ul>
<b>Religious Education</b>	<p><b><u>Why is the Bible a special books for Christians?</u></b></p> <p>What do we know about the Bible and what makes it special?</p> <p>What is in the Bible?</p> <p>What are the Old and New Testaments?</p> <p>How do Christians use the Bible in church and in the home and elsewhere?</p> <p>What inspires and guides me in my life?</p>
<b>Physical Education</b>	<p><b><u>Dance –jive/jazz</u></b></p> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>•Can they explain why warming up is important?</li> <li>•Can they explain why keeping fit is good for their health?</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>•Can they respond imaginatively to a range of stimuli related to character and narrative?</li> <li>•Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group?</li> <li>•Can they refine, repeat and remember dance phrases and dances?</li> <li>•Can they perform dances clearly and fluently?</li> <li>•Can they show sensitivity to the dance idea and the accompaniment?</li> <li>•Do they show a clear understanding of how to warm-up and cool-down safely?</li> <li>•Do they describe, interpret and evaluate dance, using appropriate language?</li> </ul>

	<ul style="list-style-type: none"> <li>•Can they take the lead when working with a partner or group?</li> <li>•Can they work on their movements and refine them?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they structure and vary longer dances?</li> <li>•Do they develop movement ideas for others?</li> <li>•Do they show a good sense of rhythm and style when performing?</li> <li>•Can they remember and perform a range of warm-up and cool-down activities?</li> <li>•Can they give reasons why physical activity is good for health?</li> <li>•Do they use a range of dance vocabulary to describe, interpret and evaluate dance?</li> </ul> <p><b>Coach – Football</b></p> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>•Can they select and use the most appropriate skills, actions or ideas?</li> <li>•Can they move and use actions with co-ordination and control?</li> <li>•Can they make up their own small-sided game?</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>•Can they keep possession of the ball?</li> <li>•Can they move to find a space when they are not in possession during a game?</li> <li>•Can they vary tactics and adapt skills according to what is happening?</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>•Can they explain how their work is similar and different from that of others?</li> <li>•Can they use their comparison to improve their work?</li> </ul>
<b>Art and Design</b>	<b>No Art and design</b>
<b>Design and technology</b>	<p><b>Cooking and nutrition- savoury oat biscuits/ cakes/ oat based food</b></p> <p>Do they understand the principles of a healthy and varied diet?</p> <p>Can they prepare and cook a savoury dish using oats?</p> <p>Can they explain where and how the ingredients are grown?</p> <p>Do they know what to do to be hygienic and safe?</p> <p>Have they thought what they can do to present their product in an interesting way?</p>
<b>Music</b>	<p><b>Exploring arrangements</b></p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>•Can they use notations to record and interpret sequences of pitches?</li> <li>•Can they use standard notation?</li> <li>•Can they use notations to record compositions in a small group or on their own?</li> <li>•Can they use their notation in a performance?</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>•Can they perform a simple part rhythmically?</li> <li>•Can they improvise using repeated patterns?</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>•Can they explain the place of silence and say what effect it has?</li> <li>•Can they start to identify the character of a piece of music?</li> <li>•Can they describe and identify the different purposes of music?</li> <li>•Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>•Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li> <li>•Can they show how they can use dynamics to provide contrast?</li> </ul>
<b>French</b>	<p><b>Listening and responding</b></p> <ul style="list-style-type: none"> <li>•Do they listen and show understanding of short phrases through physical response?</li> <li>•Do they listen and identify words in songs and rhymes and demonstrate understanding?</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>•Do they ask and answer several simple and familiar questions with a rehearsed response?</li> <li>•Do they use familiar vocabulary to say simple sentences using a language scaffold?</li> <li>•Do they make simple rehearsed statements about themselves, objects and people?</li> <li>•Do they say a simple rhyme from memory?</li> <li>•Do they join in with words of a song or storytelling?</li> </ul> <p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>•Do they read and recognise some letter strings in familiar words and pronounce when modelled and observing silent letter rules?</li> <li>•Do they read and show understanding of simple familiar phrases and short sentences?</li> <li>•Do they use context to predict the meaning of new words?</li> <li>•Do they use a bi-lingual dictionary to find the meaning of individual words?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>•Do they write and say a more complex sentence to describe people, places, things and actions using a language scaffold?</li> <li>•Do they write simple familiar short phrases from memory with understandable accuracy?</li> </ul>

	<p><b>Grammar</b></p> <p>•Do they demonstrate understanding /use of nouns/plurals/1st &amp; 2nd person regular present verbs/adjective position?</p>
<b>PSHE</b>	<p><b>e-safety lesson</b></p> <p><b><u>Celebrating Difference (including anti-bullying)</u></b></p> <p><b>Judging by appearances</b> Can they accept that everyone is different?</p> <p><b>Understanding influences</b> Can they include others when working and playing?</p> <p><b>Understanding bullying</b> Do they know how to help if someone is being bullied?</p> <p><b>Problem-solving</b> Do they try to solve problems?</p> <p><b>Special me</b> Do they use kind words?</p> <p><b>Celebrating difference: how we look</b> Can they give and receive compliments?</p>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Use of laptops</li> <li>• History off the Page (Saxons)</li> <li>• Bullying including cyber bullying</li> <li>• Visitors- Christian focus</li> <li>• Educational visit- British Museum Sutton Hoo</li> </ul>