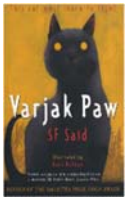
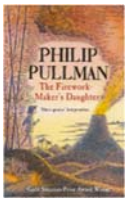
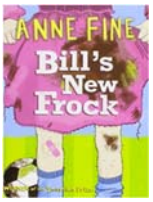
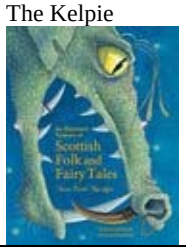
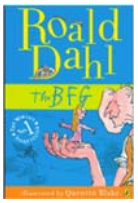
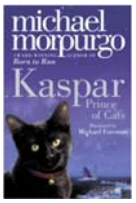
Year Four Term 2 **Anglo–Saxons and Scots**

English	**Writing Map**		**Reading Spine**			
	Theme	Anglo Saxons and Scots				
	Main text	The Kelpie 				
	Text type and focus	Conquering the monster Focus: description				
	Poetry	Observational poetry linked to The Kelpie				
	Non-fiction	Recounts/ Newspaper report linked to the capture of the Kelpie				
Mathematics	Maths No Problem Chapter 3- Multiplication and division Chapter 4 – Further multiplication and division					
Science	**Working Scientifically** **Links to the statutory programme of study:** • Can they ask relevant questions and using different types of scientific enquiries to answer them • Can they set up simple practical enquiries and comparative tests • Can they make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Can they gather, record, classify and present data in a variety of ways to help answer questions • Can they record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Can they report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Can they use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Can they identify differences, similarities or changes related to simple scientific ideas and processes • Can they use straightforward scientific evidence to answer questions or to support their findings. **Non-statutory notes & guidance:** • Can they group & classify a variety of different materials using a range of criteria? • 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)? • Can they undertake research to explore the temperatures at which changes of state occur in a range of materials? • Can they raise questions relating to the effects of time/environment on solids, liquids & gases e.g. puddles after rain, washing on the line, snowmen… • Can they explore ways in which to investigate & find the answers to their questions? *Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 4 that topic is: Living things and their habitats.* **This topic requires planning for making observations throughout the school year.** A suggested learning journey re making observations over time is: Set up observations early on during the school year by showing the children a couple of photos or a youtube video illustrating the effects of the passing of time in relation to the focus phenomena e.g. two pictures of the school grounds, one taken during late autumn and the other in late spring. Use these as the basis for a session raising scientific questions to be investigated. With the children's involvement identify 2 or 3 questions to focus upon re exploring further. Designate a display board on which to capture observations over a period of time e.g. throughout the school year. Collect observations, children's drawings & observation notes (e.g. of birds and animals seen) & photographs throughout the year and display these on the display board in sequence. Involve the children in collecting the data/observations relating to the phenomena to investigate, contrast & compare noting the significant changes and observations/learning can be pulled together in order to determine what has been found in relation to the children's initial questions. Mini plenaries could be held towards the end of each term noting any significant changes throughout the previous half term and prompting children to wonder about/predict what will happen next.					

	<u>States of Matter</u> • Can they compare and group materials together, according to whether they are solids, liquids or gases? • Can they explain what happens to materials when they are heated or cooled? • Can they measure or research the temperature at which different materials change state in degrees Celsius? • Can they use measurements to explain changes to the state of water? • Can they identify the part that evaporation and condensation has in the water cycle? • Can they associate the rate of evaporation with temperature? • Can they group and classify a variety of materials according to the impact of temperature on them? • Can they explain what happens overtime to materials such as puddles on the playground or washing hanging on a line? • Can they relate temperature to change of state of materials?
History	***Possible starting point / stimulus:*** *History off the page workshop* *Map showing Anglo-saxon kingdoms* **<u>Britain's settlement by Anglo-Saxons and Scots</u>** **This could include these events:** • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion –Canterbury, Iona and Lindisfarne **Knowledge and interpretation** • **Can they explain how events from the past have helped shape our lives?** • **Can they compare & 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 & why?** • Do they appreciate that the food people ate was different because of the availability of different sources of food? • **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?** • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? **Historical enquiry** • **Can they raise increasingly complex questions about people's lives and events in the past?** • **Can they research two versions of an event and say how they differ?** • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? **Chronological understanding** • **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?)** • **Can they plot recent history on a timeline using centuries?**
Geography	**No geography**
e-safety	**Knowledge and Understanding** Do they understand the need for rules to keep them safe when exchanging learning and ideas online? •Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? •Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? •Can they use strategies to verify information, e.g. cross-checking? •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school?

	Skills Do they follow the school's safer internet rules? •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? •Can they begin to identify when emails should not be opened and when an attachment may not be safe? •Can they explain how to use email safely? •Can they use different search engines?
Computing	**Databases** **Handling Data –Purple Mash/2Investigate** •Can they input data into a prepared database? •Can they sort and search a database to answer simple questions? •Do they recognise what a spread sheet is? •Can they use the terms 'cells', 'rows' and 'columns'? •Can they enter data, highlight it and make bar charts? **Challenging** •Can they copy and paste the graph/bar chart and use it in a word processing document?
Religious Education	**Why is the Bible a special books for Christians?** What do we know about the Bible and what makes it special? What is in the Bible? What are the Old and New Testaments? How do Christians use the Bible in church and in the home and elsewhere? What inspires and guides me in my life?
Physical Education	**Dance –jive/jazz** **Health and fitness** •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? **Dance** •Can they respond imaginatively to a range of stimuli related to character and narrative? •Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group? •Can they refine, repeat and remember dance phrases and dances? •Can they perform dances clearly and fluently? •Can they show sensitivity to the dance idea and the accompaniment? •Do they show a clear understanding of how to warm-up and cool-down safely? •Do they describe, interpret and evaluate dance, using appropriate language? •Can they take the lead when working with a partner or group? •Can they work on their movements and refine them? **Challenging** •Can they structure and vary longer dances? •Do they develop movement ideas for others? •Do they show a good sense of rhythm and style when performing? •Can they remember and perform a range of warm-up and cool-down activities? •Can they give reasons why physical activity is good for health? •Do they use a range of dance vocabulary to describe, interpret and evaluate dance? **Coach – Football** **Acquiring and developing skills** •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? **Games** •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? **Evaluating and improving** •Can they explain how their work is similar and different from that of others? •Can they use their comparison to improve their work?
Art and Design	**No Art and design**
Design and technology	**Cooking and nutrition- savoury oat biscuits/ cakes/ oat based food** Do they understand the principles of a healthy and varied diet? Can they prepare and cook a savoury dish using oats? Can they explain where and how the ingredients are grown? Do they know what to do to be hygienic and safe? Have they thought what they can do to present their product in an interesting way?
Music	**Exploring arrangements** **Composing** •Can they use notations to record and interpret sequences of pitches? •Can they use standard notation?

	•Can they use notations to record compositions in a small group or on their own? •Can they use their notation in a performance? **Performing** •Can they perform a simple part rhythmically? •Can they improvise using repeated patterns? **Appraising** •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? **Challenge** •Can they explore and use sets of pitches, e.g. 4 or 5 note scales? •Can they show how they can use dynamics to provide contrast?
French	**Listening and responding** •Do they listen and show understanding of short phrases through physical response? •Do they listen and identify words in songs and rhymes and demonstrate understanding? **Speaking** •Do they ask and answer several simple and familiar questions with a rehearsed response? •Do they use familiar vocabulary to say simple sentences using a language scaffold? •Do they make simple rehearsed statements about themselves, objects and people? •Do they say a simple rhyme from memory? •Do they join in with words of a song or storytelling? **Reading and responding** •Do they read and recognise some letter strings in familiar words and pronounce when modelled and observing silent letter rules? •Do they read and show understanding of simple familiar phrases and short sentences? •Do they use context to predict the meaning of new words? •Do they use a bi-lingual dictionary to find the meaning of individual words? **Writing** •Do they write and say a more complex sentence to describe people, places, things and actions using a language scaffold? •Do they write simple familiar short phrases from memory with understandable accuracy? **Grammar** •Do they demonstrate understanding /use of nouns/plurals/1st & 2nd person regular present verbs/adjective position?
PSHE	**e-safety lesson** **<u>Celebrating Difference (including anti-bullying)</u>** **Judging by appearances** Can they accept that everyone is different? **Understanding influences** Can they include others when working and playing? **Understanding bullying** Do they know how to help if someone is being bullied? **Problem-solving** Do they try to solve problems? **Special me** Do they use king words? **Celebrating difference: how we look** Can they give and receive compliments?
Enrichment	• Use of laptops • History off the Page (Saxons) • Bullying including cyber bullying • Visitors- Christian focus • Educational visit- British Museum Sutton Hoo