

## History

### How did the Anglo-Saxons change Britain?

By the end of this unit, children will be able to:

- Place the invasion of Britain by Anglo-Saxons and Scots on a timeline.
- Understand how and when Anglo-Saxons and Scots invaded Britain.
- Identify some of the changes made to Britain by the Anglo-Saxons.
- Describe what life was like in Anglo-Saxon Britain.
- Understand that Anglo-Saxons used runes to write.
- Retell parts of the Legend of King Arthur.

## Art and Design

### How can we use paint to retell Edward Tulane's Journey?

Pupils will look at key moments from the story of Edward Tulane to re-create using sketching & painting skills. By the end of their final piece, they should be able to:

- Mix a variety of colours and know which primary colours make secondary colours.
- Use a developed colour vocabulary.
- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.
- Work confidently on a range of scales e.g. thin brush on small picture etc.



## Year 4

### Spring 1 Curriculum Map

Big Learning Question (Theme):

### How did the Anglo-Saxons change Britain?

### Links to Our School Values & The British Values?

Pupils will be learning about mutual respect and tolerance when discussing the views of different people or religions in Science and RE. They will also to apply this to others through contributions to charity and the wider community.

Children will also exercise their right to individual liberty by choosing and taking responsibility for a home learning project throughout the half term that will be shared with parents and peers later in the term.

They will be reminded of the rule of law when learning & embedding the school rules.

### Save The Dates!



**Wow! Day** Anglo Saxon Workshop Day

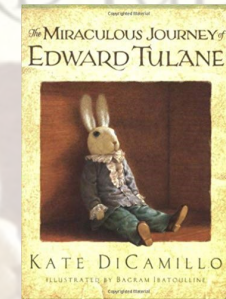


**Fantastic Finish** Art Exhibition and Sharing Day

Thursday 14th February 2:00pm

## English

Learning will be based on our Main Text:



### The Miraculous Journey of Edward Tulane

By Kate Di Camillo

While reading the text, children will have the opportunity to:

- Discuss words and phrases which capture their interest and imagination.
- Ask questions to improve their understanding of the text.
- Draw inferences relating to the characters' thoughts, feelings, motives and actions.
- Predict what might happen.
- Summarise main ideas from the text.

In writing, children will have the opportunity to use a range of genres to:

- Base their writing on a WAGOLL example.
- Build an increasing range of sentence structures.
- Organise paragraphs around a theme
- Create characters, settings and plot
- Apply their understanding of grammatical structures to their writing.
- Perform their written work to a group/ audience.



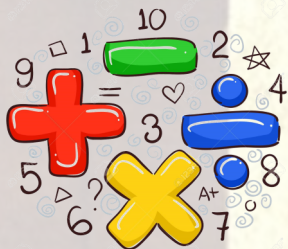
## Maths

### Number and Measurement Problems & Reasoning

Pupils will be learning to:

- **Recognise and show, using diagrams, families of common equivalent fractions.**
- Add and subtract fractions with the same denominator.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 4 standards**. Therefore, it is important that any home learning should work on consolidating these. Please speak to your child's teacher if you would like any support with this.



## Science

### Is all change positive?

(Living things and their habitats)

By the end of this unit, all pupils would of learnt:

- To think about how their environment has changed and the reasons why.
- To consider whether changes are natural (such as the seasons) or man-made (such as new buildings)
- To think about big issues such as climate change.
- How to investigate the greenhouse effect and record temperature over time using a graph.
- How to explore positive and negative impacts of environmental change.
- How to plan positive changes for the local area based on the needs of the community.

## Religious Education

### What do we mean by commitment?

Pupils will be taught to:

- define what 'commitment' means and consider why someone may wish to make a commitment;
- give an example of a religious and a non-religious commitment;
- make a commitment of their own;
- know what is meant by 'coming of age';
- know what is meant by 'sacrifice';
- give an example of a sacrifice that someone may make;
- know what is meant by 'fasting' and recognise that fasting shows commitment;
- recognise that marriage is a form of commitment;
- recognise the importance of commitment;
- comment on their own commitment.



## PSHE

### Living in the Wider World

#### Overarching aims of this terms theme:

- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Career** (including enterprise, employability and economic understanding)

#### During their lessons, pupils will learn how:

- To understand what charity is and explain why people donate to charity
- To fundraise money for a charity
- To explain how to save and the benefits of saving
- To explore the water crisis around the world
- To explain how to keep safe online
- To identify who to talk to if you are worried or scared about something
- To explain how to keep safe around water
- To identify the risks associated with water
- To understand how stereotypes can label people
- To explain how to break gender stereotypes



## French

### Food, Glorious Food!

#### By the end of this unit, all pupils should be able to:

- follow a story and join in the repeated parts;
- say what foods from a set they like/dislike;
- describe the colour or size of an object;
- ask politely for something.

#### Most children will be able to:

- predict a repeated phrase;
- make a range of simple statements by substituting vocabulary;
- modify a colour adjective;
- respond appropriately to a polite request.

#### Some children will be able to:

- recognise the correct determiner depending on gender/number;
- select adjectives based on gender/number of nouns;



## Music

### 'The Pentatonic Scale'

#### Children will learn:

- The pentatonic (5 note) scale and how it is used in music.
- How to use tuned percussion instruments, primarily the Glockenspiel,
- How to play a number of well-known simple pentatonic melodies.
- Composing their own short melodies using the pentatonic scale and notate these onto paper.
- To discuss and use a drone as an accompaniment to their pentatonic compositions.





## Physical Education

By the end of the Spring Term, all pupils should be able to:

- Participate in team activities which require collaboration and cooperation.
- Develop a sense of rhythm and timing in response to a piece of music.
- Share their work with the group and consider ways to improve it.
- Participate in competitive activities, responding appropriately to success and failure.

## Computing

Pupils will be learning about:

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology). Multimedia– how to develop a format and style to share information.
- **Computer Science:** Coding conversation and output commands, advanced control
- **Cross-curricular information technology (using IT to research our topics):** Search engines and using key words to refine searches.

## Home Learning

Please see the your child's Home Learning Project for this half-term. A copy will be sent home & you can also find it under the Homework section on our website.

Weekly homework will be sent out online via DB Primary, Bug Club, Mathletics & Spellodrome.



Remember that **Reading should be taking place EVERY DAY**. Reading Records will be checked daily. Please listen to your child read and write a comment/ sign in their reading record. If they are able to, children can read & write their own reflection comment about what they have read.

PE kits must be in school on **Mondays** and will be sent home on **Fridays**.

