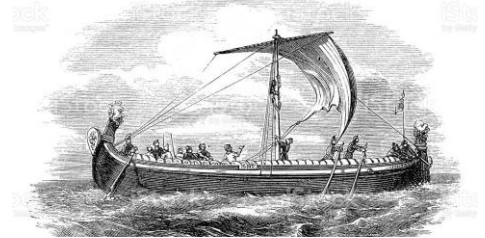


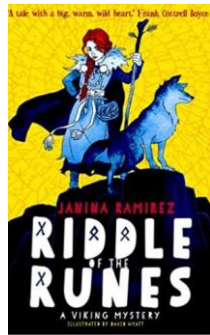
Year 4 – Learning Overview Autumn Term

Topic: Invaders – Anglo-Saxons and Vikings



ENGLISH

Discuss and clarify the meaning of words, linking new meanings to known vocabulary
 To discuss and compare texts from a wide variety of genres and writers
 Refer to authorial style, overall themes and features of texts
 Identify how language, structure and presentation contribute to meaning
 Identify main ideas drawn from more than one paragraph and summarise these
 Discuss vocabulary used to capture readers' interest and imagination
 Draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text
 Justify predictions from details stated and implied
 Recognise and discuss different forms of poetry
 Prepare and perform poems and play scripts with appropriate techniques to show awareness of the audience when reading aloud
 Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information
 Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
 Consistently organise their writing into paragraphs around a theme
 Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion
 Write a range of narratives and non-fiction pieces using a consistent and appropriate structure
 Create detailed settings, characters and plot in narratives to engage the reader and add atmosphere



MATHS

Writing Roman Numerals to 100
 Count to 10 000
 Count in thousands, hundreds, tens and ones
 Tell the value of a digit in a number
 Compare and arrange numbers within 10 000
 Describe and complete number patterns
 Round numbers and estimate sum and difference
 Count backwards through zero to include negative numbers
 Continue to practice both mental methods and column addition and subtraction with increasingly large numbers to aid fluency
 Add numbers with and without renaming
 Subtract numbers with and without renaming
 Solve word problems involving addition and subtraction
 Multiplying and dividing by 6, 7, 9, 11 and 12
 Dividing with remainders
 Solving word problems involving multiplication and division

SCIENCE

Physics – Sound

Identify how sounds are made, associating some of them with vibrating

Recognise that vibrations from sound travel through a medium to the ear

Find patterns between the pitch of a sound and features of the object that produced it

Find patterns between the volume of a sound and the strength of the vibrations that produced it

Recognise that sounds get fainter as the distance from the sound increases



HISTORY

Britain's settlements by Anglo-Saxons

The Vikings and Anglo-Saxon's struggle for the Kingdom of England to the time of Edward the Confessor

Learn and understand that:

The Anglo-Saxons and the Scots invaded Britain after the Romans left

Anglo-Saxon influence can be seen in place names in Britain today

Anglo-Saxons preferred to live in small villages rather than towns like the Romans did

The religion of the early Anglo-Saxons was paganism. They worshipped many gods

At the end of this period, Christianity became the main religion in Britain

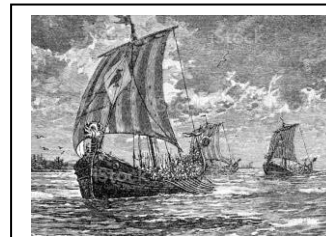
Many places of worship were built

Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands

Vikings raided parts of Britain, including monasteries for their valuable possessions and also traded in Britain

The Vikings invaded and settled in Scotland and eventually invaded and settled in England too

In 1066, at the battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman king of England



MUSIC (Repeating Patterns)



Explore ostinato (repeating) patterns and how they are used in music. Develop further understanding of musical notation using Ostinato patterns. Learn how to create different textures (thin / thick) of sound by layering ostinato patterns. Compose, notate, rehearse, perform, record and assess group compositions using ostinato patterns. Exploring how listening skills are required to perform as a group. Introduce 'Pentatonic' (five note) scale through various media. Cross link songs and musical activities to the wider curriculum. Deepen understanding of the 'Christmas Story'. Continue to build self-confidence and self-esteem through live performance by developing the use of 'Harmony' (part singing). Audition for lead singing parts in Years 3 and 4 Christmas Carol service. Rehearse, prepare and perform collaboratively in the Years 3

FOREIGN LANGUAGES




During the first half term the children will revisit some of the core language they learned in Stage 1. Through songs, games, native speaker clips, group, paired and independent tasks, they will explore the following content, topics and language, including phonics and continue to build their memorisation and conversation skills and link their French to their class topic as follows:

- Asking and responding to questions about themselves in role as Vikings
- Responding to instructions – play the Viking Captain game
- Revisiting and reading number words to 20
- Revisiting days of week and months of the year
- Writing names for rooms in a school
- Saying and writing nouns for classroom objects

During the second half term the children will:

Revisit and recall colours

- Write a Bonfire Night poem using colours

<p>and 4 Christmas Carol service at St Nicholas Church, Harwich.</p>	<ul style="list-style-type: none"> - Revisit classroom instructions and commands - Explore what shopping is like in France and similarities and differences between here and France and explore a Viking market. - Practise asking where something is - Respond with the structure 'Here is...' - Explore the country and capital names for Scandinavian countries in French – cognates and faux-amis. - Recognise the names of places in a town written down
<p style="text-align: center;">RELIGIOUS EDUCATION</p> <p>Identify different sources of authority and how they link with beliefs Give examples of different writings and different ways in which believers interpret sources of authority Identify events in history and society which have influenced some religious and non-religious worldviews Make clear links between different beliefs being studied within a religion or worldview Identify some of the similarities and differences between and within religions and worldviews Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge Give a simple reason using the word 'because' when talking about religion and belief Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences</p>	<p style="text-align: center;">COMPUTING</p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>Develop an educational computer game using selection, repetition and variables. Improve skills in debugging. Recognise the importance of user interface design, including consideration of input and output.</p> </div> </div> <p>Design and make an on-screen prototype of a computer-controlled toy. Understand different forms of input and output (such as sensors, switches, motors, lights and speakers). Design, write and debug a program to control their toy.</p> <div style="display: flex; align-items: center;">  </div> <p>Online safety: Understand the behaviours that are considered online bullying. Understand the differences between opinions, beliefs and facts.</p> <div style="display: flex; align-items: center;">  </div>
<p style="text-align: center;">PSHE</p> <p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and</p>	<p style="text-align: center;">PHYSICAL EDUCATION</p> <p>Using both feet, be able to competently change speeds whilst remaining in control when travelling with the ball Develop skills to travel past an opponent competently Enhance spatial awareness in competitive game environments Learn how to effectively work as part of a team and enhance communication skills to support others Begin to understand the rules of competitive game scenarios Develop previously learnt gymnastic skills, focusing on balance, strength, power and flexibility</p>

<p>unique everyone is</p> <p>First impressions</p>	<p>Learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence</p> <p>Work in small groups to perform sequences linking previously learnt skills, using own and others body weight to balance</p> <p>Introduce travel on climbing bars using various grips previously learnt</p>
	<p>DESIGN AND TECHNOLOGY</p> <p>Gather information about the needs and wants of particular individuals and groups of vikings</p> <p>Develop their own design criteria and use these to inform their idea for a long boat</p> <p>Generate realistic ideas, focusing on the needs of the user</p> <p>Make design decisions that take account of the availability of resources</p> <p>Order the main stages of making</p> <p>Measure, mark out, cut and shape materials and components with some accuracy</p> <p>Assemble, join and combine materials and components with some accuracy</p> <p>Apply a range of finishing techniques, including those from art and design, with some accuracy</p> <p>Refer to their design criteria as they design and make</p> <p>Use their design criteria to evaluate their completed products</p> <p>How to make strong, stiff shell structures</p>