

Year Group: 4

Term: Autumn 1 2019

Teachers: Miss Jenkins, Miss Rafiq and Miss Taylor

English:

Continue to build a repertoire of sentence types to enrich writing.

BOYS (But, or, yet and so - progress to although, however, nonetheless),

2A (e.g. It was a wet, windy day in the dreary dark city).

Ad same Ad (e.g. Bertie was always happy, happy because he liked school),

Noun who/which/where (e.g. Henry, who was an interesting character, loved playing tricks.).

Can I choose the most appropriate sentence type for a section of writing?

Narrative writing looking at How To Train and Fables/stories with a moral

Dialogue

Character description

Creative writing

Poetry

Creating images: using simile, metaphor, personification and descriptive language to describe a scene.

Can I replicate an author's style of writing?



Unicef link: Article 37

Children must not suffer or be treated cruelly. Viking tribe get sent into exile. Should the young heroes be exiled?

Extended Writing topics:

A diary entry written from the perspective of 'Hiccup' or his Dragon based on the day that Hiccup captured his dragon. Thinking about:

- Why did you choose that particular dragon?
- What would have happened if you hadn't caught a dragon?

My own fable linked to HTTYD.

The day I met my superhero.

Newspaper article on King Tut.

Learning Values:

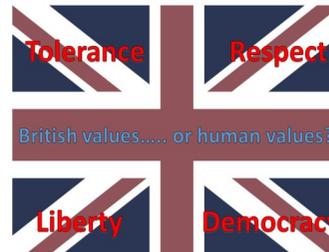
Respectful and responsible, collaboration, thinking skills, problem-solving and being determined to achieve our best.

North Ealing Primary School



SMSC:

Learning about others and surrounding world.



British Values:

Using the internet for research responsibly and safely. Engage with the 'British values' of democracy,

Science: What would happen if there was no electricity?

Electricity- we will learn about the journey of electricity, safety, mains versus battery, circuits, conductors and insulators, switches and other components of circuits.

Observe different circuit, create scientific questions, investigate using fair testing.

- What components do you need to make a simple series circuit to light one bulb?
- Why are plug sockets covers made of plastic?

Famous scientists - We are researchers and authors—focussing on chosen scientist and interesting facts about their lives and achievements.

Maths: Power Maths

Number and place value- up to 4 digits

Can I order numbers with up to 4 digits?

Addition and subtraction-mental and written strategies; one and two step written problems

Can I choose the correct operation for 2 step word problems?

Properties of shapes - symmetry, reflection, repeating patterns.

Can I recognise a shape from its properties?

Multiplication and division, including learning 6 and 9 times tables

Fractions - equivalent fraction, non-unit fractions of number

Can I use my times tables to work out fractions of number mentally?

Position and direction - translating shape, coordinates.



Y4'S BIG QUESTION: WERE THE DARK AGES DARK ?

Trip to the Museum of London — Anglo Saxon workshop

Sutton Hoo —Virtual Lesson (National Trust)

Anglo Saxon day at school

History:

Britain's settlement of the Anglo Saxons
-Enactment of The Battle of Hastings
-Investigation of artefacts at Sutton Hoo
-Anglo Saxon invasions , settlements and kingdoms

What do artefacts tell us?

How do we know finding at Sutton Hoo are real?

We will: ask questions and find answers, communicate findings through drama and writing; order significant events .

Geography:

We will investigate the different types of settlement and how these have developed from Anglo Saxon times.
-We will track the movement of the armies leading to the Battle of Hasting using our knowledge of maps, direction and coordinates.
- Ask geographical questions and use geographical vocabulary to communicate findings
Which places were significant in the lead up to the Battle of Hastings?

Computing:

E safety/Play Like Share:

Can I recognise what can be trusted on line?
How do I know that information on AngloSaxons is correct?

How can we keep safe on the internet at home and at school?

Scratch:

Why is learning how to create codes so important?

Children learn to use logical reasoning to explain how simple algorithms work and experiment in creating their own code to develop user friendly games.

D.T and Art

Armour design— We are going to create life-sized replica shields from the Anglo Saxon period of time. We will plan and think critically about our art and design work..

3D model village construction—Creation of a typical Anglo Saxon village. Can I use the correct sized tool for modelling a clay structure? We will plan, design and make models from observation and imagination.

How will I know what materials to use?

What is the best bonding method to use?

Music— Link to Unicef Article 31

To take part in a wide range of artistic activities

We sing songs/ chants about Dragons and other beasts.
We compose/ improvise music to accompany 'Beowulf'.
We discuss 'film music' and how it increases enjoyment.
We explore **STRUCTURE** as a topic and create musical 'storyboards'.
We create musical kennings and accompany our poems



R.E.

Pilgrimages:

What religion did the Anglo Saxons follow (Links to History), how did they practise? What pilgrimages did they complete and why? Comparisons between other religious/non religious pilgrimages and special occasions.

Judaism-Religious building: synagogue.

To explore Jewish beliefs and practises and what it means to be a Humanist Jew. Children will begin to explore the concept of 'sacred history/family origins'; learn about Abraham and 'the one god'.

P.E/Swimming:

Cooperating well with others and giving helpful feedback.
Showing patience and support to others listening carefully to them.

Games

Jumping and landing games focusing on static and dynamic balance.

Spanish:

Revise Spanish phonics.
Learn new classroom language and revise class instructions.
Months, dates and seasons. Revise topic related noun gender words.
Revise numbers to 31. Learn numbers to 100.
Learn how to ask and give birthdays and learn some new birthday vocabulary.



P.S.H.E.:

Link to Article 12 and 3

Every child has the right to express their views and make decisions.
Class charter—Establish rules in the classroom to ensure all children feel safe in the class environment.
Bullying—what is it? How can we deal with it? Roles of bully and bystander.
Setting goals—why are they important? How do they help us?

Philosophy:

What makes somebody a 'hero'? Different types of heros?

Link to Unicef value 12:

'Your right to say what you think should happen and be listened to by others'

