

Maths

Fractions

- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, families of common equivalent fractions
- Add and subtract fractions with the same denominator
- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10

Decimals A

- Recognise and write decimal equivalents of any number of tenths or hundredths
- Compare numbers with the same number of decimal places up to 2 decimal places
- Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Writing:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

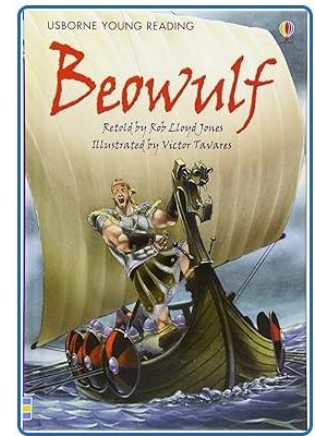
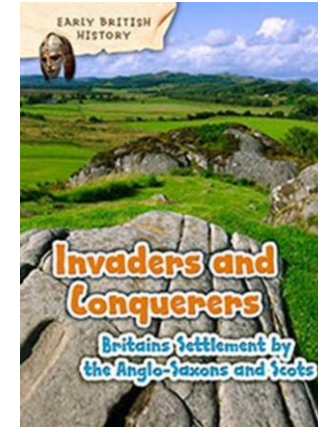
Grammar, punctuation and spelling

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials

Handwriting

- Use the diagonal and horizontal strokes needed to join letters.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Increase the legibility, consistency and quality of their handwriting

Year 4 Orcas Term 4 What changed in Britain after the Anglo- Saxon invasion?



English

Core texts

Early British History - "Britain's settlement by the Anglo-Saxons and Scots"

Rob Lloyd Jones retelling of 'Beowulf'

Reading

- develop positive attitudes to reading and understanding of what they read
- listen to and discussing a wide range of fiction and non-fiction
- reading books that are structured in different ways and reading for a range of purposes
- use dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- retrieve and record information from non-fiction
- predicting what might happen from details stated and implied

History - What changed in Britain after the Anglo-Saxon invasion?

Through this enquiry question children will:

- Explain how the Britons felt when the Romans left Britain.
- Suggest reasons for the Anglo-Saxon invasion of Britain.
- Name the key features of Anglo-Saxon settlements.
- Identify changes and continuities in settlements from prehistoric Britain.
- Make inferences about artefacts.
- Describe how Anglo-Saxon beliefs changed.
- Explain how missionaries spread Christianity.
- Explain the threat the Vikings posed to the Anglo-Saxons.
- Identify the qualities needed to be a monarch in 1066.

DT - Structures – Pavilions

Pupils will:

- Produce a range of free-standing frame structures of different shapes and sizes.
- Design a pavilion that is strong, stable and aesthetically pleasing.
- Select appropriate materials and construction techniques to create a stable, free-standing frame structure.
- Select appropriate materials and techniques to add cladding to their pavilion.

Music - Ukuleles

Children will continue to use the C, G and A minor chords to learn new songs on the Ukulele.

We will also be singing lots and practicing for Hastings Music Festival this term.

Computing –

Touch Typing

Using BBC Bitesize 'Dance Mat Typing' children will improve their typing efficiency and confidence.

Online safety: Too Much

Information? Increasing awareness of personal information and what is appropriate to share online.



Year 4 **Term 4**

What changed in Britain after the Anglo-Saxon invasion?

P.E. - Swimming (Thursdays)

- swim competently, confidently and proficiently
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

Cricket (Mondays)

- play competitive games, modified where appropriate



PSHE – Healthy Me

This term, children will look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and vaping and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.

RSHE – My Beliefs

- I know everyone is both similar and different to other people
- I have thought about my family and how it is unique and special to me
- I have identified some of the things that make me who I am and can celebrate these

Science – States of matter

In this unit, children will

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Pupils will work scientifically by:

- asking relevant questions and using different types of scientific enquiries to answer them
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- reporting on findings from enquiries, including oral and written explanations or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

R.E.- Why do Christians call the day Jesus died good Friday? (Salvation)

Within this unit, children will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Children will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, children will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter.