

St Andrew's Church School

Year 4 Spring Term 2022

English

Class Text—Arthur and the Golden Rope, Viking Voyagers & All the Water in the World

Reading (Comprehension)

Explore the meaning of words in the context of the book and develop a broad vocabulary to use in writing.
Discuss and evaluate how authors use language.
Draw inferences about characters' feelings, thoughts, motives and actions and justify with evidence from the text.
Retrieve and record information.
Summarise the main ideas.

Writing (Composition / Vocabulary, Grammar and Punctuation):

Describe settings and characters
Identify conventions in mythical literature
Plan and write a diary entry, persuasive letter and short story.
Organise paragraphs around a theme.
Proofread, edit and evaluate writing.
Research and write an information text inspired by Viking Voyagers.
Write a newspaper report.
Write and perform poems about the water cycle.

Key Enquiry Question:

Why do we live here in Bath?

This term we will be exploring the concepts of home, belonging and the city in which we live. We will be learning about the journey of the river and the water cycle with a focus on the River Avon and its journey through the city of Bath. Alongside this, we'll be delving back into history to learn about Anglo-Saxons and Vikings and the impact they have had on British history as well as their lasting legacy.

Maths

We will be using our Power Maths scheme to learn and apply our mastery of concepts.

Knowledge and Skills:

Multiplication and Division
Solving problems with multiplication and division
Using written methods to multiply a 2 or 3 digit number by a one digit number
Multiplying more than 2 numbers (e.g. $5 \times 2 \times 3 =$)
Dividing a 2 or 3 digit number by a 1 digit number
Dividing with remainders
Area
How do we calculate area?
Drawing shapes with a given area.
Fractions
Tenths and hundredths
Equivalent Fractions
Simplifying Fractions
Fractions greater than 1

Humanities

History - We will be learning about Britain's settlement by the Anglo-Saxons and the Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England.

Knowledge and skills:

Placing Anglo-Saxons and Vikings on a timeline of British history and locating their origins.
Developing an understanding of the vocabulary 'invaders' and 'settlers'.
Using archaeological evidence to help understand what life may have been like in Anglo-Saxon settlements.
Researching Anglo-Saxon place names and kingdoms, beliefs through studying Sutton Hoo as well as their clothes, food and writing systems.
Investigate why King Alfred became known as 'the Great'.
Understanding how, when and why the Vikings invaded?
Researching Viking life and beliefs

School Trip: The Ancient Centre of Technology to experience life as Anglo-Saxons.

Geography—We will be investigating rivers and the water cycle and plotting the River Avon's journey through Bath and beyond. We will be using key geographical vocabulary to describe the journey of the river from mouth to source

Knowledge and skills:

Investigating and researching the river Avon using Google Maps to identify the source and mouth of the river and other key features.
Developing an understanding of the journey of a river and being able to recall the journey using key geographical vocabulary.
Researching the human and physical impact of the River Avon on the city.
Investigate the water cycle and how this sustains and links to our rivers.

Modern Foreign Language—French

Knowledge and Skills:

Les Instruments
Name ten instruments in French.
Match all the new French words to the appropriate picture.
Remember the words for at least five instruments and their correct gender in French, unaided.
To say that they play an instrument of their choice correctly in French.

STEAM

Science

Sound: Knowledge and Skills

Understand how we hear sound.
Identify patterns between pitch and volume.
Investigate the relationship between pitch and volume.
Investigate what affects the loudness of sound.

Living things and their habitats: Knowledge and Skills

Understand the characteristics of a living thing.
Observe and record the living things in the local area.
Identify and sort living things by their characteristics.
Classify using and creating branching data bases to classify animals and plants (linked to Computing)

Art and Design: We will be using card and other construction materials to sculpt our own Viking long ships. We'll be creating water-inspired prints and studying Monet's river artworks.

Knowledge and Skills:

Use sketch books to record first and second hand observations and elaborate and explain ideas using annotation.
Explore the use of different adhesives and construction methods. Include texture that conveys feelings, expression or movement.
Make printing blocks and create precise repeating patterns.

Music—in Term 3 and 4, we will be exploring Benjamin Britten's orchestral piece, *Storm Interlude*.

Knowledge and skills:

Listen and reflect on a piece of music
Invent their own musical motifs and structure them into a piece
Perform as an ensemble and learn musical language.

Computing: Develop an understanding of how to safely connect with others and participate in Safer Internet Day activities.

Knowledge and Skills:

Understand how online services work and that comments made online are hurtful or offensive are the same as bullying. Devise and construct databases using applications designed for this purpose across the curriculum.

Health and Well-Being

P.E

We will learn the important part exercise plays in maintaining a healthy lifestyle and develop our movement and teamwork skills through small group Dance activities and games.

Knowledge and Skills:

Dance and Gymnastics

Create dances and movements that convey our feelings and emotions and change speed and levels within a performance. Develop a sequence of movements in gymnastics using both the apparatus and the floor.

Ball games—hockey

Strike a ball and field with control. Maintain possession of the ball using hockey stick correctly. Follow the rules of the game and play fairly, acting as a responsible team member.

PSHE (Personal, Social, Health and Economic education):

Regular PSHE sessions, including cross-curricular links with Collective Worship, Mindfulness and P4C (Philosophy for Children) sessions.

Knowledge and Skills:

Key enquiry question: How can we manage our feelings? How will we grow and change?

The importance of expressing feelings and how they can be expressed in different ways. How to respond proportionately to, and manage feelings in different circumstances. How to access advice and support to help manage their own or others' feelings.

RE

Buddhism

Key Enquiry Question: Can the Buddha's teachings make the world a better place?

Knowledge and skills:

Reflect on the story of Buddha's journey to Enlightenment
Develop an understanding of Buddhist beliefs around change, suffering and greed.
Learn the Buddhist stories of Kisa and the Mustard Seeds and Buddha and the Angry Elephant.

Christianity:

Key Enquiry Question: What kind of world did Jesus want?

Knowledge and Skills:

Identify distinguishable features of a parable.
Make clear links between the story of the Good Samaritan and Jesus healing the leper and the concept of the Gospel.
Develop an understanding of Buddhist beliefs around change, suffering and greed.
Make links between Christian teachings on how to live and life in the world today.

Term 3 and 4 Values — Courage & Hope

Philosophy (P4C) - Can you be courageous and scared at the same time?

Learning Behaviour Goal - To be a reflective learner, celebrating what we have done well and looking at where we can improve.

Living Well Goal - To have the courage to voice our ideas and opinions.