



YEAR 4

CURRICULUM LEAFLET

DISCOVER—AUTUMN 2

Anglo-Saxons



READING/ POETRY

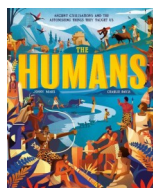
Reading:

Children will begin to read *The Humans* by Jonny Marx and Charlie Davis in Destination Reader. We will be learning the key reading strategies. The children will also develop their fluency skills to increase their speed and accuracy of what they read.

Poetry:

Children will begin to recite the following poems:

*All That Is Gold
Does Not Glitter*
by J.R.R. Tolkien



WRITING

Using the text *Winter's Child* by Angela McAllister and Grahame Baker Smith, children will explore the theme of the story, making predictions about what might happen if you are not careful what you wish for. Children continue to explore the language of the text, particularly identifying noun phrases and prepositional phrases and how they are used to create images.

Using the text *Varmints* by Helen Ward and Marc Craste children will explore the settings and themes, write a retelling of the story and share their thoughts and opinions about the story. The same text is then used to draw out the process and lifecycle of growing plants.



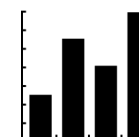
MATHS

Review Prior Learning:

- Securely Recall multiplication and division facts for multiplication tables up – 2, 3, 4, 5, 6, 8, 10.
- Interpret/ present data using bar charts, pictograms and tables.
- Solve one-step questions using information presented in bar charts, pictograms and tables

New Learning:

- Multiplication and division Discrete and continuous data



RE/ PSHE

RE: What is it like to be a Christian?

We will be answering the question *What is it like to be a Christian?*

PSHE: Family and relationships

Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement.



PE/ SPANISH

In Year 4, we will have weekly swimming lessons.

4EY: Monday

4HB: Wednesday

Our First Kicks sports coaches will be teaching PE every Tuesday. The children will be developing their Tag Rugby skills.



Spanish: It's my Birthday!

Learners will use the new language to understand and create invitations, follow classroom instructions, understand songs, stories and video about birthdays and other celebrations.

COMPUTING/MUSIC

Computing: Further coding with Scratch

We will explore what 'blocks' do, using the app 'ScratchJr', by carrying out an informative cycle of predict > test > review, programme a familiar story and an animation of an animal, make their own musical instrument by creating buttons and recording sounds and follow an algorithm to record a joke!



Music: Guitar 2

Year 4: students will continue their work on samba using sound shape percussion instruments.



ART/ DT

Art : Art and Design Skills

Children will learn and develop their skills in: design, drawing, craft, painting and art appreciation; creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Paul Cézanne and learning about the role of a 'curator'.

DT: Structures: Pavilions

Pupils explore pavilion structures, learning about what they are used for and investigating how to create strong and stable structures before also designing and creating their own pavilions, com-



YEAR 4

DISCOVER—HISTORY AUTUMN 2 ANGLO-SAXONS AND SCOTS

PRIOR KNOWLEDGE

Previously in Year 1:

- I learned to explore the past through the stories of other people and I started to understand the concept of migration.

Previously in Year 3:

- I explored the concept of prehistory and learned about the Stone, Bronze and Iron ages, the key characteristics of each age and how the discovery of bronze and iron impacted on British Society.

FUTURE KNOWLEDGE

Later in Year 4

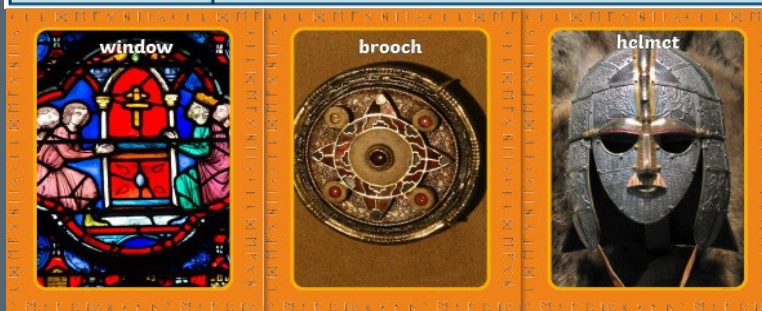
- I will learn about the Vikings and how they raided, settled and developed kingdoms across Britain.

In Year 5:

- I will deepen my understanding of artefacts and empire and colonisation through the study of the Kingdom of Benin and the expansion of the British Empire.

Vocabulary

Anglo-Saxons	The name given to the Angles, Saxons and Jutes, three tribes which came from North Germany, Denmark and the Netherlands.
Picts	Inhabitants of territories north of Hadrian's Wall.
(Celtic) Britons	Inhabitants of the territories we now call Enland and Wales.
Paganism	A religious practice where people believed in many gods: each Anglo-Saxon pagan god controlled an area of daily life.
Christianity	A religion that believes in one God, based on the life and teaching of Jesus Christ. The leader of the Christian Church was the Pope, who lived in Rome.
Heptarchy	Refers to the seven kingdom of Northumbria, Mercia, East Anglia, Essex, Sussex, Wessex and Kent.
Kingdom	A territory ruled by a king or queen. In Saxon times, kingdom mapped onto shires.
Shire	An area of local government now called a county.



NEW KNOWLEDGE

Lesson Question	You will learn
How do we know about the Anglo-Saxons?	<ul style="list-style-type: none">Who Gildas was.Who Bede was.The importance of the Anglo-Saxon Chronicle.
Who invaded Britain after the Romans left?	<ul style="list-style-type: none">The Scots invasion from Ireland.The Picts invasions from the north.The Angles, Saxons and Jutes.
What was life like for Anglo-Saxons?	<ul style="list-style-type: none">What Anglo-Saxons ate.What Anglo-Saxon villages looked like.The jobs Anglo-Saxons did.How Anglo Saxon society was organised.
What did the Anglo Saxons believe?	<ul style="list-style-type: none">The pagan beliefs of the Anglo-Saxons.The importance of Norse mythology mythology.How Augustine reintroduced Christianity to England.
What was the heptarchy?	<ul style="list-style-type: none">About the seven kingdoms of England.The Kings Offa and Egbert.Why Offa built a dyke.
Why did the Anglo-Saxons build forts?	<ul style="list-style-type: none">Who the Danes were.Why Alfred was 'Great'.What a Burh was, and why they were built.



YEAR 4

SCIENCE

AUTUMN 2

Chemistry: Rock Cycle

PRIOR KNOWLEDGE

In Year 3, I learned about:

- **Raw and synthetic materials** — Explain what a raw material is.
- **Prehistoric Britain** — How do we know about life in the Stone Age?
- **Mountains, Volcanoes and Earthquakes** — What is the earth made of?

FUTURE KNOWLEDGE

Later in Year 4, I will learn about:

- **Space** — I will explain the difference between comets, meteors and meteorites. Describe the difference between the inner and outer planets. Identify which planets are inner rocky planets and which planets are outer gas giants.

Vocabulary

Mineral	A natural substance that makes up rock.
Rock	Made from one or more minerals.
Magma	Hot liquid rock.
Organic matter	Made up of both living and decaying animals and plants.
Hard	Resistant to scratching and pressure.
Density	How compact an object is.
Permeable	Allows water to pass through.
Erosion	Wind and rain gradually wear down rocks forming sediment.
Sediment	Small pieces of land that break down. The sediment can be grains of sand, mud, pebbles, minerals, fossils or plants.

NEW KNOWLEDGE

Lesson Question	You will learn
How is igneous rock formed?	<ul style="list-style-type: none">• Describe how igneous rock is created• Explain what intrusive and extrusive igneous rocks are• Know how to classify different types of igneous rock
How is sedimentary rock formed?	<ul style="list-style-type: none">• Describe how sedimentary rock is formed• Describe how fossils are formed• Explain how we can tell the age of a sedimentary rock
How is metamorphic rock formed?	<ul style="list-style-type: none">• Describe what metamorphism is• Describe how metamorphic rock is formed• Give the properties and uses of different metamorphic rocks
How can we identify different rocks?	<ul style="list-style-type: none">• Describe what a geologist is• Describe how geologists identify rocks• Draw an identification key
How do rocks on our Earth's surface change?	<ul style="list-style-type: none">• Describe the effect that water can have on rocks• Describe what chemical weathering is and what it does• Explain how large earth movements can cause rocks to change
What are the steps in the rock cycle?	<ul style="list-style-type: none">• Understand how the processes in the rock cycle fit together• Know how to correctly order the processes in the rock cycle• Give comparisons between the rock cycle and the water cycle

