



Breadth:

As Writers:

- Recognise common themes in poems (e.g., nature, feelings) and discuss thoughts about these, referencing specific parts of the text.
- Identify and discuss the use of similes, metaphors, alliteration and onomatopoeia within poems read in class.
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Use language that stirs the imagination, applying similes and metaphors to create vivid imagery in poetry writing.
- Experiment with writing poems in different forms: e.g. Haiku, acrostic, or shape poems, and understand that the structure can reflect the poem's theme.
- Identify and use the key features of a diary entry, including writing in the first person, using past tense and incorporating personal reflections and feelings.
- Understand the importance of chronological order in diary entries and be able to organise writing accordingly.
- Independently read through own work, to check it makes sense and to correct errors in spelling, grammar and punctuation.

Texts:

The Last Bear - Hannah Gold

As Readers:

- Read aloud with speed, understanding and fluency, using punctuation to dictate pauses, tone and volume.
- Develop a deeper understanding of the themes, settings and characters within a range of texts.
- Infer meanings beyond the literal, using clues from the text and predict outcomes based on details presented.
- Discuss and clarify the meanings of words, linking new meanings to those already known.
- Explore the meaning and usage of new words encountered in their reading.
- Evaluate the text, commenting on the use of language, structure and the overall impact on the reader.
- Make connections between different texts, such as similarities in themes or characters.
- Identify main ideas and summarise them concisely both orally and in writing.
- Understand how different texts are structured and organised
- Understand how narrative structures work, including the concepts of beginnings, developments and conclusions.
- Read aloud expressively and with confidence, using intonation, tone, volume and action to add interest to the performance.

Class Readers:

The Last Bear by Hannah Gold
Beowulf by Rob Lloyd Jones

As Mathematicians:

Focus on all times tables and fluency of these facts.

Plus:

Decimals

- Understand and use the terms 'tenths', 'hundredths' and 'decimal' appropriately, identifying the value of each digit in a decimal number.
- Compare and order numbers with the same number of decimal places, up to two decimal places.
- Round decimals, with one decimal place, to the nearest whole number.

Time

- Convert between different units of time; including hours to minutes, minutes to seconds.
- Read, write and compare the time on both analogue and digital clocks; including 12-hour and 24-hour formats.
- Accurately interpret the time to the nearest minute.

Money

- Correctly use the symbols £ (pound) and p (pence) and understand the use of a decimal point to separate pounds from pence in amounts of money.
- Order and compare amounts of money including pounds (£) and pence (p), understanding the conversion between them.
- Estimate the total cost of two or more items and find different combinations of coins that equal the same amount of money.
- Round amounts of money to the nearest pound when estimating costs and making calculations.

As Scientists:

- Ask relevant questions.
- Record findings using simple scientific language, drawings and labelled diagrams.
- Report on findings from enquiries, including oral and written explanations.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions.
- Use straightforward scientific evidence to answer questions or to support findings.

Living Things and their Habitats

- Be able to define a habitat as the natural home or environment of an animal, plant or other organism, understanding its key characteristics and significance for the organisms that live there.
- Identify various types of habitats (e.g., woodlands, deserts, oceans, ponds), describe their primary features and the diversity of life they support.
- Group living things in various ways, using simple classification keys.
- Create simple classification keys to help group, identify and name a variety of living things in the local and wider environment.
- Understand that environments can change and this can sometimes pose dangers to living things.
- Know that living things have adapted to their environment in ways that enable them to survive and recognise that adaptations contribute to the survival of species.

<p>As Historians: Anglo-Saxons</p> <ul style="list-style-type: none"> Locate key periods on a timeline, showing how they overlap. List the names of tribes that settled in Britain after the Roman army left. Explain reasons why Anglo-Saxons came to Britain. Explain how rule over England changed during Anglo-Saxon times. Explore what the burial site at Sutton-Hoo tells us about Anglo-Saxon beliefs. List values in the Anglo-Saxon heroic code. Explore local links to Anglo-Saxon history with links to King Alfred. Explore the impact the Battle of Ashdown had on the local area. 	<p>Being physically active: Danish Longball</p> <ul style="list-style-type: none"> Show awareness of the different role of the kicker and bowler. Choose and use a range of simple tactics and strategies. Show control of the ball when in the kicking zone. Communicate well within a team. Use knowledge of the game to achieve runs. <p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Demonstrate an understanding of water safety. Show competence in travelling through water. Understand the basics of personal survival in water. Respect and follow pool safety rules. 	<p>As Computer Experts: Photo Editing:</p> <ul style="list-style-type: none"> Explain that the composition of digital images can be changed. Explain that colours can be changed in digital images. Explain how cloning can be used in photo editing. Combine images for a purpose. Evaluate how changes can improve an image. 	<p>As Musicians: Djembe Drums:</p> <ul style="list-style-type: none"> Play basic rhythmic patterns typical of African drumming traditions. Be able to perform simple rhythms in time with a group. Demonstrate basic playing techniques on the African drum, such as hand positioning and striking methods to produce different tones. Express creativity by composing short pieces or variations based on traditional patterns. Listen to African drumming performances and offer constructive feedback, recognising aspects such as rhythm, tempo and group cohesion.
<p>Design and Technology: Anglo-Saxon purses - Applying decoration with a stitch.</p> <ul style="list-style-type: none"> Gather ideas and plan the making of an Anglo-Saxon purse, considering its appearance and the techniques required for decoration. Demonstrate basic and decorative hand sewing techniques, ensuring stitches are neat and of a consistent size. Select appropriate materials for their purse based on texture, strength and suitability for sewing. Accurately cut materials according to the design and securely join pieces with appropriate stitches. Evaluate the finished product against the initial design specification, considering both aesthetic qualities and function. 		<p>As Citizens (PSHCE): Relationships:</p> <ul style="list-style-type: none"> Recognise solutions which can cause jealousy in relationships. Identify someone I love and can express why they are special to me. Explain about someone I know that I no longer see. Recognise how friendships change, know how to make new friendships and how to manage them. Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. Know how to show love and appreciation to the people and animals who are special to me. 	<p>Religious Education: Buddhism - What is the best way for a Buddhist to lead a good life?</p> <ul style="list-style-type: none"> Consider which choices and consequences might lead to a good life. Consider examples of the Eightfold Path that a Buddhist might put into action in their lives. Explain how 'Right Mindfulness' might help a Buddhist lead a good life. Discuss how a Buddhist might put 'Right Effort' into practice in their lives. Explain what effort and mindfulness might mean to me. Consider how we can make the world a better place for others.
<p>Key Vocabulary:</p>	<p>King Alfred, Anglo-Saxon, Viking, invade, settle, descendants, stability, collapse, conquered, chaos, allegiance, medieval, upheaval, Christianisation, literature, legacy, pagan, tribe, parable, forgiveness, data, classification, environment, habitat, vertebrate, invertebrate, mammals, amphibians, reptiles, running stitch, textile.</p>		

<p>Curriculum Drivers:</p>	<p>Curiosity:</p> <p>What were the reasons for the Anglo-Saxons invading Britain?</p> <p>What was the impact of Christianity on Britain with the arrival of the Anglo-Saxons?</p> <p>How were the Anglo-Saxons able to defend themselves against the arrival of the Vikings?</p> <p>What impact did Anglo-Saxons have on law and order within Britain?</p> <p>How did the arrival of the Anglo-Saxons shift the course of religion in Britain?</p> <p>How have the overseas invaders had an impact on the local area?</p> <p>What was the Battle of Ashdown and what role did King Alfred have in it?</p>	<p>Knowledge of the wider world:</p> <p>Classify types of Anglo-Saxon Gods.</p> <p>Explain how the Christian message was delivered to the people by Anglo-Saxons.</p> <p>Locate key periods on a timeline, showing how they overlap.</p> <p>Make links between laws introduced by the Anglo-Saxons and Britain's justice system today.</p>	<p>Aspirations:</p> <p>Consider the jobs linked to conservation and animal welfare.</p> <p>Consider how to be a local historian.</p> <p>Consider how to be a strong leader.</p>
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Home learning:	<p>Year 4 homework for this term will be the following:</p> <ul style="list-style-type: none">• Weekly logging into Spelling Shed to practise the weekly spellings - 3 games minimum (to unlock other games)• Weekly logging into Times Tables Rockstars - 15 minutes minimum to release other games. This is really important as children will be sitting the Government times tables assessment between weeks 1 and 3 of term 6. For more information and further practice, please visit https://www.gov.uk/government/publications/multiplication-tables-check-assessment-framework and Multiplication Tables Check - Timestables.co.uk.• Reading - recorded into the reading diary at least four times a week and are checked every Friday. These entries are added to the weekly readers' raffle and whole school readers' raffle at the end of term.• Two pieces from the homework menu linked to this term's topic, to be handed in on Wednesday 22nd May 2024.
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