Teacher: Miss Foster | Year Group: 4 | Term: 2 | Academic Year: 26/27

Class Name: Giraffes | Topic Title: Anglo Saxons Settlers

TERMLY LEARNING PLAN

Science – States of matter *RRSA Article* **31- (Leisure Play and Culture)**
NC Pages 154 - 164

- 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

Religious Education – Hindu Life *RRSA Article* **14 (Freedom of thought, belief and religion) Lambeth SACRE Section 3**

- Why is the natural world so important to Hindus?
- How does belief about creation lead to vegetarianism and ahimsa (non-violence)?

British History Study - The Anglo Saxons *RRSA Article* 29 **(Goals of Education) NC Pages 84 - 87**

- Learn about Roman withdrawal from England and Anglo Saxon migration to the UK and settlements.
- Explore power structures in Anglo Saxon Britain.
- Learn about Anglo Saxon religion and conversion to Christianity.

Art/DT – Fairground Buzz Challenge *RRSA Article* **31 (Leisure, play and culture) NC pages 176 - 178**

- Create a functioning buzz wire game using a complete circuit
- Build circuits, connect components, test products and improve reliability

MFL:Spanish RRSA *Article* **29 (Goals of Education)NC pg193/195**

- To present information orally and take part in simple conversations using the context of travel and giving directions
- To describe people, places and things orally and in writing in the context of giving directions and travel
- To us correct intonation and pronunciation
- To understand appropriate grammar such as conjunction of common verbs

English – Narratives, Explanation texts *RRSA Article* 29 **(Goals of Education)**
NC Pages 33 – 40
Focus Texts:
Beowulf by Michael Morpurgo
Anglo Saxons - Non Fiction Texts

- Narrative writing
- Letter writing
- Kennings poems
- To use simple, compound and complex sentences
- To use correct verb subject agreement
- To be able to use present perfect tense
- To use bracket to add extra information
- To be able to discuss the meaning of words and how writers select words for effect
- To be able to discuss and summaries the meaning of texts
- To be able to retrieve and record information from non-fiction texts

HOW YOU CAN HELP

- **Reading at least 4 times a week**
- **Timetable Rockstars online**
- **My Maths homework**
- **Calculate money when out shopping**
- **Visits and outings linked to our class topics**

Computing: Touch Typing/ Coding *RRSA Article* **17 (Access to information from the media)**
NC page 179

- Select, use and combine a variety of software
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.

Mathematics – Area and Multiplication *RRSA Article* 29 **(Goals of Education) NC: Pages 113 - 126**

- Finding and comparing area of shapes
- Multiplying and dividing by amounts to 12
- Solving problems involving multiplication and division
- Rules of multiplication and division
- Multiplying 3 numbers together

Physical Education – CRICKET *RRSA Article* **29 (Goals of Education) NC Pages 198 - 200**

- Use running, jumping, throwing and catching in isolation and in combination
  Play competitive games, [for example, **cricket**], and apply basic principles suitable for attacking and defending.

Music – LMS- Bow and Instrument Hold *RRSA Article* **29 (Goals of Education) NC Page 177**

- To read and aurally match simple 4 beat rhythm patterns using crochets, quavers and crochet rests.
- Memorize a whole piece simple structure
- Revise and match to singing voice all the hand signs within the octave.
- Play and count minims.
- Encourage leadership in their rhythm creative work.
- Encourage reflection on features of the music they play.

PSHE - Valuing difference
RRSA Article: The right to a clean environment and education on health and well-being **Statutory guidance Pages 20-22**

- Recognising bullying and how to respond and ask for help
- Recognising and responding to cyberbullying
- Anti Racism and living in a diverse Britain

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