

## English

Study Anglo Saxon *Beowulf* and *Beowulf*

### Discussion Text

To begin to recognise which argument presents a single viewpoint and which try to be more objective and balanced.

### Explanation Text

To distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms.

### Instructional Text

To identify sets of instructions which are for more complex procedures, or are combined with other text types.

To compare these in terms of audience/purpose and form.

To write a set of instructions using appropriate form and features.

### Narrative

To develop awareness that the author sets up dilemmas in the story and devises a solution. To make judgements about the success of the narrative.

To understand that the author or director creates characters to provoke a response in the reader. To use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs.

### Non-Chronological Report

To collect information to write a report in which two or more subjects are compared.

To draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs.

To plan, compose, edit, and refine short non-chronological comparative report focusing on clarity and conciseness.

### Persuasion

To distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these.

To analyse further how a particular view can most convincingly be presented.

To present a point of view both orally and in writing, linking points persuasively and selecting style and vocabulary appropriate to the listener/reader.

To begin to explore how ICT other use of multimodality might support this.

To explore the use of conjunctions to structure a persuasive argument,

### Poetry

To comment on the use of similes and expressive language to create images, sound effects and atmosphere.

To vary volume, pace and use appropriate expression when performing use actions, sound effects, musical patterns and images to enhance a poem's meaning.

To use similes to build images and identify clichés in own writing.

### Recount

To write newspaper style reports using a wider range of conjunctions including detail expressed in ways which will engage the reader.

To include recounts when creating paper or screen-based information texts.

## Mathematics

### Multiplication and Division

To recall multiplication and division facts for multiplication tables up to 12x12.

To use place value, known and derived facts to multiply and divide mentally.

To recognise and use factor pairs and commutativity in mental calculations.

To multiply two-digit and three-digit numbers by a one-digit number using a formal written method.

To solve problems involving multiplication and division.

### Area

To convert between units of measure.

To estimate, compare and calculate different measures.

To find the area of a rectilinear shapes by counting squares.

### Fractions

To count up and down in hundredths, recognising that hundredths arise when dividing by one hundred.

To recognise and show, using diagrams, families of common equivalent fractions.

To add and subtract fractions with the same denominator.

To solve problems involving increasingly harder fractions.

### Decimals

To recognise and write decimal equivalents of any number of tenths or hundredths.

To recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .

To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer.

To solve simple measure and money problems involving fractions and decimals to two decimal places.

## Computing

### Website design

To explore the features of Google sites to learn how to create content for a web page.

To plan content for a web page as a collaborative online piece of work.

To create a web page as part of a collaborative class website.

To plan and create a website.

To create a website and evaluate its success.

### HTML

To understand that web pages are built using different programming languages, one of them is HTML.

To understand and identify example of HTML tags. To change the HTML.

To change the HTML and CSS to alter the appearance of an object on the web.

To understand and explore more complex components of a web page.

To alter key elements on a webpage including text and images.

## French

### Quelle heure est-il? What time is it?

To say what time it is.

To ask others what time it is.

To describe my daily routine.

To ask others about their daily routine.

To understand and use the numbers 21 to 30.

## Spring Term

### Year 4

## Anglo Saxons!



## Music

### BBC Ten Pieces - Delia Derbyshire

To listen and reflect on a piece of orchestral music  
To create my own piece of music using instruments and voice

To perform as an ensemble

To learn musical language appropriate to the task

To explain why silence is often needed in music and explain what effect it has.

To identify and describe the different purposes of music.

### Recorder

To perform a simple part rhythmically.

To use notation to record and interpret sequences of pitches.

To play notes on an instrument with care so that they are clear.

To perform with control and awareness of others.

## Science

### States of matter

To compare and group materials together, according to whether they are solids, liquids or gases.

To 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).

To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

### Electricity

To identify common appliances that run on electricity.

To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

To recognise some common conductors and insulators and associate metals with being good conductors.

## PE

### Gymnastics

To safely perform balances individually and with a partner.

To plan and perform sequences with a partner that include a change of level and shape.

To understand how body tension can improve the control and quality of their movements.

To watch, describe and suggest possible improvements to a performance.

### Net Games

To play a continuous game with appropriate control.

To use a range of basic racket skills and a variety of shots in different areas of the court, considering opponent position.

To demonstrate good footwork on the court.

To return to the ready position to defend my own court.

### Invasion Games

To pass, receive and shoot the ball with increasing control.

To work as part of a team to keep possession and score baskets/tries when attacking.

To defend one on one and know when and how to win the ball.

To use simple tactics to help a team score or gain possession.

## PSHE

### Identity, society and equality

To learn about Britain as a democratic society.

To explore how laws are made.

To learn about the local council.

### Drugs, alcohol and tobacco education

To learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them.

To learn about the effects and risks of drinking alcohol.

To identify different patterns of behaviour that are related to drug use.

## Geography

### Anglo Saxons

To name and locate some of the main islands that surround the United Kingdom.

To explain the difference between the British Isles, Great Britain and the United Kingdom.

To identify some countries in Europe.

To identify locations and settlements of the Anglo Saxons and the routes taken to reach the UK.

To locate territories/kingdoms of Anglo Saxon UK.

To compare and contrast Denmark with the UK including climate, population, location and landscape.

To locate places in the UK that have Anglo-Saxon place names.

## History

### Anglo Saxons

To explain some of the times when Britain has been invaded.

To research two versions of an event and explain how they differ.

To explain how historic items and artefacts can be used to help build up a picture of life in the past.

## Art

### Art and design skills.

To know that lenticular printing gives an optical illusion.

To know that an optical illusion is created with two images.

To create an image using the principles of lenticular printing.

To know about the creation of the traditional willow pattern.

To use three parts from a story to create a willow pattern design for a plate.

To use diluted ink for detail and water wash for lighter tones to create design.

To draw a design for a three-dimensional piece.

To work with a material safely and creatively to make a recognisable object.

To use tools and my hands to carve, model and refine my sculpture.

To analyse painting from the artist Paul Cezanne. To paint in the style of Paul Cezanne.

To sketch an outline of still life objects using symmetry lines.

To know that tone means the lightness or darkness of something.

To know that the role of a curator is to set up and manage collections of works of art within museums and galleries.

## DT

### Food - Adapting a recipe.

To evaluate a product to consider taste, smell, texture, appearance, packaging and target audience. To follow a recipe to make a biscuit.

To know how to cook food safely.

To cook a recipe, adapting it to create a new biscuit prototype.

To evaluate and compare a range of biscuit prototypes.

To design a biscuit to sell for a given amount.

To taste and evaluate a prototype product.

To create and work to a budget.

To make decisions as part of a team to finalise a product.

To create branding.

To use specific quantities of ingredients.

To make suitable packaging for a product.

## RE

### Christian beliefs about Jesus

To understand who Jesus was (i.e. Son of God) and why he is important to Christians.

To understand Jesus' significance through the key events in his life.

To understand that Jesus died and was resurrected and why this is important to Christians.

To understand why and how Christians believe in life after death.

To understand that Jesus had the power to change lives.

### Lent

To be aware of the account of Jesus being in the desert for 40 days.

To know when the period of Lent is.

To recognise different ways that Christians keep Lent.