



**Year Group:** Year 4  
**Term:** Spring 2019

### School Theme:

Humanities –  
History/ Geography

### Essential Question:

**Anglo-Saxons:  
Fierce Warriors or  
Missionaries?**

### Authentic Outcome:

An **exhibition** of artefacts including children's written work.  
Children's written work made into a book to be presented to our school library.

### Trips, Experiences & Making Community Links

World museum Liverpool. Anglo-Saxon invasion and life.

### Mini Outcomes

#### Mini Outcome 1: English:

To create a front page of a newspaper detailing THE INVASION.

#### Mini Outcome 2: Geography:

How do we know the Anglo Saxons were here: Settlements, Kingdoms, Religion (Legacy place names?)

#### Mini Outcome 3: Art / D&T:

Create Anglo Saxon artefacts: jewellery, weapons, dwellings, head masks

### RE Curriculum Topics & Additional Links

#### Community.

Geography: Where did the Saxons come from? Where did they settle? Why was that a suitable place to settle? Place names?

History: Who were the Anglo-Saxons? Why did they invade? What was their legacy?

Design Technology: Can we recreate the Anglo-Saxon culture of jewellery making/carpentry/boat building/weaving?

### Technology

Class VR – Anglo-Saxon Village  
Word processing – newspapers.  
Using Purple Mash to teach computing  
Use of iMovie and other video recording equipment to video the invasion

### Immersive Environment

Anglo-Saxon hut. Wooden walls, forest backdrop, camp fire area.

Anglo Saxon Door to classrooms and corridor doors with Kings on – King Alfred and Edward the confessor.

## Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	RE	Other Subjects
<p><b>Unit 5</b> <b>Securing multiplication facts</b> <b>(1 week)</b> * recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p><b>Unit 6</b> <b>Fractions</b> <b>(4 weeks)</b> *add and subtract fractions with the same denominator *recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>2/5 + 4/5 = 6/5 = 11/5</math>] (Y5) *recognise and show, using diagrams, families of common equivalent fractions *count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten *solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p><b>Unit 7</b> <b>Time</b> <b>(1 week)</b> *convert between different units of measure [for example, hour to minute] *problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days *write and convert time between analogue and digital 12- and 24-hour clocks</p> <p><b>Unit 8</b> <b>Decimals</b> <b>(3 weeks)</b> *find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths *recognise and write decimal equivalents of any number of tenths or hundredths *recognise and write decimal equivalents to <math>1/4</math>, <math>1/2</math>, <math>3/4</math> *round decimals with one decimal place to the nearest whole number *compare numbers with the same number of decimal places up to two decimal places</p> <p><b>Unit 9</b> <b>Area and perimeter</b> <b>(2 weeks)</b> *measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres *convert between different units of measure [for example, kilometre to metre] *find the area of rectilinear shapes by counting squares *calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) (Y5)</p>	<p><b>Word Reading</b> A) apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet B) read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Comprehension</b> <b>develop positive attitudes to reading and understanding of what they read by:</b> C) listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks D) reading books that are structured in different ways and reading for a range of purposes E) using dictionaries to check the meaning of words that they have read F) increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally G) identifying themes and conventions in a wide range of books H) preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action I) discussing words and phrases that capture the reader's interest and imagination J) recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>understand what they read, in books they can read independently, by:</b> K) checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context L) asking questions to improve their understanding of a text M) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence N) predicting what might happen from details stated and implied O) identifying main ideas drawn from more than one paragraph and summarising these P) identifying how language, structure, and presentation contribute to meaning Q) retrieve and record information from non-fiction R) participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Writing pieces (PC/MD):</b> Newspaper – The INVASION. Non-Chronological report – Anglo-Saxon fact file. Narrative -Beowulf 2. Explanation Narrative</p>	<p><b>Science (second half term)</b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul> <p><b>History:</b> Who were the Anglo-Saxons? Why did they invade? What was their legacy? Anglo-Saxon art and culture. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p><b>Geography:</b> Where did the Saxons come from? Where did they settle? Why was that a suitable place to settle? human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Design Technology: Can we recreate the Anglo-Saxon culture of jewellery making/carpentry/boat building/weaving? <b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group</li> </ul> <p><b>Make</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Computing:</b> <b>UNIT 4.4 Writing for different audiences.</b> * use search technologies effectively. * be discerning in evaluating digital content</p>	<p><b>Spring TOPIC 1:</b> LOCAL CHURCH – COMMUNITY: COMMUNITY</p> <p>Learning Outcomes Know and understand:</p> <ul style="list-style-type: none"> <li>Belonging to a community – Explore</li> <li>The life of the local Christian community – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><b>Spring TOPIC 2:</b> EUCHARIST – RELATING: GIVING &amp; RECEIVING</p> <p>Learning Outcomes Know and understand:</p> <ul style="list-style-type: none"> <li>Giving and receiving every day – Explore</li> <li>The Eucharist challenges and enables living and growing in communion – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><b>Spring TOPIC 3:</b> LENT/EASTER – GIVING: SELF DISCIPLINE</p> <p>Learning Outcomes Know and understand:</p> <ul style="list-style-type: none"> <li>Self-discipline is important – Explore</li> <li>Celebrating growth to new life through self-discipline – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p><b>Music</b> Appreciate and understand a wide range of high quality live and recorded music.</p> <p><b>Spanish Specialist Teacher</b> <b>P.S.H.E- Jigsaw programme</b></p>

<p>*measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres (Y5)</p>	<p><b>Writing basic skills coverage:</b></p> <ul style="list-style-type: none"> <li>• I use knowledge of type, form, audience and purpose to structure my writing.</li> <li>• I have a clear beginning, middle and ending in my narrative writing.</li> <li>• I have a varied and rich vocabulary.</li> <li>• I use a range of sentence structures.</li> <li>• I use a range of appropriate subordinating conjunctions. although, as long as, whenever, while, in order that, then, though, since, unless</li> <li>• I use fronted adverbials to open sentences. quietly, suddenly, terrified, delighted, at last, yesterday</li> <li>• I use relative clauses with relative pronouns. who, which, where, that, when, whose</li> <li>• I use semi-colons/colons/dashes to mark boundaries between independent clauses.</li> <li>• I use devices to build cohesion within a paragraph. then, after that, this, firstly</li> <li>• I use the correct verb tenses (and they agree with the subject).</li> <li>• I use modal verbs. will, must, may, shall, ought to, might, should</li> <li>• I use passive and active voice.</li> <li>• I use expanded noun phrases to give information concisely.</li> <li>• I use commas/hyphens to avoid ambiguity.</li> <li>• I use brackets/dashes/commas to indicate parenthesis.</li> <li>• I use colons to introduce a list.</li> <li>• I use inverted commas to punctuate direct speech.</li> </ul> <p><b>PC/MD:</b></p> <ul style="list-style-type: none"> <li>• I have proof read my work for accuracy.</li> <li>• I have used critique during the writing process.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• ible/able</li> <li>• fer</li> <li>• tious/cious</li> <li>• i before e</li> <li>• cial/tial</li> <li>• ough</li> <li>• homophones 1 and 2</li> </ul> <p><b>Handwriting</b></p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Choosing the writing implement that is best suited for a task</li> <li>• I write legibly and fluently using cursive and I have progressed to using pen</li> </ul>	<ul style="list-style-type: none"> <li>* use a variety of software (including internet services) to create content, including presenting information</li> <li>* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>		
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