

Year Four Term 2 Anglo-Saxons and Scots

English	<u>Reading for Enjoyment</u>	
	<p><u>MAIN TEXT :Scottish Folklore - The Kelpie</u></p> <p>POETRY Unit 2: Exploring Poetic Types Haiku/cinquain linked to The Water Kelpie</p> <p>Fiction: Unit 1: Stories in historical settings The kelpie</p> <p>Non-fiction: Unit 1: Recounts/ Newspapers Newspaper report linked to the capture of the water kelpie</p>	Ivan the Terrible (Anne Fine)
Mathematics	<ul style="list-style-type: none"> • Time • Mental multiplication incl. 6x and 9x tables • Mental division • Written multiplication • Length incl. perimeter • Statistics 	
Science	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> •Can they compare and group materials together, according to whether they are solids, liquids or gases? •Can they explain what happens to materials when they are heated or cooled? •Can they measure or research the temperature at which different materials change state in degrees Celsius? •Can they use measurements to explain changes to the state of water? •Can they identify the part that evaporation and condensation has in the water cycle? •Can they associate the rate of evaporation with temperature? <p>Challenging</p> <ul style="list-style-type: none"> •Can they group and classify a variety of materials according to the impact of temperature on them? •Can they explain what happens overtime to materials such as puddles on the playground or washing hanging on a line? •Can they relate temperature to change of state of materials? 	
History	<p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <p>This could include these events:</p> <ul style="list-style-type: none"> •Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire •Scots invasions from Ireland to north Britain (now Scotland) •Anglo-Saxon invasions, settlements and kingdoms: place names and village life •Anglo-Saxon art and culture •Christian conversion –Canterbury, Iona and Lindisfarne <p>Chronological understanding</p> <ul style="list-style-type: none"> •Can they plot recent history on a timeline using centuries? •Can they place periods of history on a timeline showing periods of time? •Can they use their mathematical skills to round up time differences into centuries and decades? <p>Challenging</p> <ul style="list-style-type: none"> •Can they begin to build up a picture of what main events happened in Britain during this time? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> •Can they explain how events from the past have helped shape our lives? •Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? •Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? •Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? <p>Challenging</p> <ul style="list-style-type: none"> •Can they recognise that people's way of life in the past was dictated by the work they did? •Do they appreciate that the food people ate was different because of the availability of different sources of food? •Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? <p>Historical enquiry</p> <ul style="list-style-type: none"> •Can they research two versions of an event and say how they differ? •Can they give more than one reason to support an historical argument? •Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? <p>Challenging</p> <ul style="list-style-type: none"> •Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? 	
Geography	No geography	

Computing	<p><u>Communicating</u></p> <ul style="list-style-type: none"> •Do they appreciate the benefits of ICT to send messages and to communicate? •Can they use the automatic spell checker to edit spellings? <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (itass)</p>
Religious Education	<p><u>Why is the Bible special for Christians?</u></p> <p>What do we know about the Bible and what makes it special? What is in the Bible? What are the Old and New Testaments? How do Christians use the Bible in church and in the home and elsewhere? What inspires and guides me in my life?</p>
Physical Education	<p><u>Dance –jive/jazz</u></p> <p>Health and fitness</p> <ul style="list-style-type: none"> •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? <p>Dance</p> <ul style="list-style-type: none"> •Can they respond imaginatively to a range of stimuli related to character and narrative? •Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group? •Can they refine, repeat and remember dance phrases and dances? •Can they perform dances clearly and fluently? •Can they show sensitivity to the dance idea and the accompaniment? •Do they show a clear understanding of how to warm-up and cool-down safely? •Do they describe, interpret and evaluate dance, using appropriate language? •Can they take the lead when working with a partner or group? •Can they work on their movements and refine them? <p>Challenging</p> <ul style="list-style-type: none"> •Can they structure and vary longer dances? •Do they develop movement ideas for others? •Do they show a good sense of rhythm and style when performing? •Can they remember and perform a range of warm-up and cool-down activities? •Can they give reasons why physical activity is good for health? •Do they use a range of dance vocabulary to describe, interpret and evaluate dance? <p><u>Coach – Football</u></p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? <p>Games</p> <ul style="list-style-type: none"> •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? <p>Evaluating and improving</p> <ul style="list-style-type: none"> •Can they explain how their work is similar and different from that of others? •Can they use their comparison to improve their work?
Art and Design	<p>No Art and design</p>
Design and technology	<p>Cooking and nutrition- savoury oat biscuits/ cakes/ oat based food</p> <p>Do they understand the principles of a healthy and varied diet? Can they prepare and cook a savoury dish using oats? Can they explain where and how the ingredients are grown? Do they know what to do to be hygienic and safe? Have they thought what they can do to present their product in an interesting way?</p>
Music	<p><u>Exploring arrangements</u></p> <p>Composing</p> <ul style="list-style-type: none"> •Can they use notations to record and interpret sequences of pitches? •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use their notation in a performance? <p>Performing</p> <ul style="list-style-type: none"> •Can they perform a simple part rhythmically? •Can they improvise using repeated patterns? <p>Appraising</p> <ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? <p>Challenge</p> <ul style="list-style-type: none"> •Can they explore and use sets of pitches, e.g. 4 or 5 note scales? •Can they show how they can use dynamics to provide contrast?

<p>French</p>	<p>Listening and responding</p> <ul style="list-style-type: none"> •Do they understand short passages made up of familiar language? •Do they understand instructions, messages and dialogues within short passages? •Can they identify and note the main points and give a personal response on a passage? (Spoken at near normal speed with no interference. May need short sections repeated.) <p>Speaking</p> <ul style="list-style-type: none"> •Can they have a short conversation where they are saying 2-3 things? •Can they use short phrases to give a personal response? (Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.) <p>Reading and responding</p> <ul style="list-style-type: none"> •Can they read and understand short texts using familiar language? •Can they identify and note the main points and give a personal response? •Can they read independently? •Can they use a bilingual dictionary or glossary to look up new words? <p>Writing</p> <ul style="list-style-type: none"> •Can they write 2-3 short sentences on <a familiar topic>? •Can they say what they like and dislike about <a familiar topic>? (They write short phrases from memory and their spelling is readily understandable.)
<p>PSHE</p>	<p>e-safety lesson</p> <p><u>Celebrating Difference (including anti-bullying)</u></p> <p>Judging by appearances Can they accept that everyone is different?</p> <p>Understanding influences Can they include others when working and playing?</p> <p>Understanding bullying Do they know how to help if someone is being bullied?</p> <p>Problem-solving Do they try to solve problems?</p> <p>Special me Do they use kind words?</p> <p>Celebrating difference: how we look Can they give and receive compliments?</p>
<p>Enrichment</p>	<ul style="list-style-type: none"> • Use of laptops • History off the Page • Bullying including cyber bullying • Visitors- Christian focus • Educational visit- museum