

History

Our chronological study of British History will continue through the following:

Anglo Saxon law and justice; Viking invasion and raids; King Alfred the Great,; King Athelstan; The resistance in England as the Saxons and Vikings fight in vein to rule the lands; Edward the Confessor.

The children will report on the Anglo Saxon struggle for control in England. We will start to develop narratives in history as we review the chronology of our learning in history so far. The children will produce a time line identifying the events in British History we have studied whilst also explaining their significance. The children will explore the developing religious practises during this era from Paganism to the Roman Catholic missionaries coming to England. Finally, children will debate on who was the better King as we meet Alfred the Great, Athelstan and Edward the Confessor.

Key Knowledge

Know about how the Anglo-Saxons attempted to bring about law and order into the country.

Use a time-line to show when the Anglo-Saxons were in England

Geography

We will launch our topic in role as a Viking chieftain, planning the route to England to overthrow the Anglo Saxon rulers. The children will need to draw upon term 3's OS map skills as well as use digital maps to check for updated locational information. The children will begin their journeys in Scandinavia and reach Lindisfarne. The children will plot their route then record directions, noting particular features on route.

Key Knowledge Locate Europe using different sources and concentrate on how the land has changed over time. Locate European countries and concentrate on the mountains and volcanoes within them. Plan a journey to a place in another part of the world, taking account of differences and similarities.

English



We will be looking at the picture book "Footpath Flowers" and working on our use of complex sentences to develop setting descriptions. We will use our understanding of this text to then create a recount piece. This will enable us to apply our informal chatty language to a first person recount of events whilst also using our inference skills to suggest wider plot points. Our guided reading work will further develop a focus on making connections drawing upon prior and reading life experiences.

Non chronological work will then develop around our study of the Bayeux Tapestry as we focus on control of formal language, embedding relevant and interesting additional information and hooking a reader throughout a non-fiction report.

Maths

We will be continuing our maths mastery approach to new learning as we look at multiplying and dividing fractions. We will then consolidate the fractions unit making sure we are confident with the huge range of skills developed this term with an emphasis upon using the pictorial methods, namely bar model, to approach calculations. We will be moving on to division, decimals and finally measures including area and perimeter.

Science

Irreversible changes- we will be finishing our studies of chemical reactions with some experiments to decide whether some material changes are irreversible and discuss why. This may include the making and eating of pancakes!

We will then move on to a new biology unit **Animals Including Animals:**

Key Knowledge

Demonstrate that dissolving, mixing and changes of state are reversible changes.

Explain that some changes result in the formation of new materials, and this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Know the life cycle of different living things, e.g. Mammal, amphibian, insect bird.

Know the differences between different life cycles.

Know the process of reproduction in plants.

Know the process of reproduction in animals.

The Vikings meet the Saxons: The struggle for control of England!

Term 4



Music

Norse Mythology- continued. Children will be critiquing and evaluating their work from term 3 to prepare for an end of unit performance.

Key Knowledge

We will be learning to play and perform in solo and ensemble contexts, sing their voices and playing musical instruments with increasing **accuracy, fluency, control and expression**

We will **improvise** and **compose music** for a range of purposes using the **interrelated dimensions of music**

We are learning to **listen with attention to detail** and **recall sounds** with increasing **aural memory**

We will be learning to use and understand **staff** and other **musical notations**

We will also develop an appreciation for, and understanding of, a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.

This will all build upon our wider understanding of the **history of music**.

P.E.

Netball
Gymnastics/ dance

Art

We will be telling a story in the style of the Bayeux Tapestry using chalks, pastels and charcoals. Focusing on technique to block colour and make careful use of line in sketching and designing.

MFL- Key Knowledge

Our French study will be focusing on talking about ourselves as well as beginning to look at nouns so we can name different objects, sports and activities when talking about what we like and what we don't like.

Religious Education

Incarnation Was Jesus the Messiah?

*Was Jesus who he said he was?
Did the resurrection happen? Does it matter if it didn't?*

P.S.H.E (Jigsaw)

Healthy Me

**This unit will include a focus on:
Smoking; Alcohol; Eating; Emergency aid;
Body image.**

Science

Chemistry- Materials: States of matter; Properties of materials and change

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including wood, metals and plastic.

Forces

Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Demonstrate that dissolving, mixing and changes of state are reversible changes.

Explain that some changes result in the formation of new materials, and this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Geography

Explain why many cities of the world are situated by rivers

Explain how a location fits into its wider geographical location; with reference to physical features

Explain how the water cycle works

Explain why water is such a valuable commodity

Explain why people are attracted to live by rivers.

Explain how a location fits into its wider geographical location with reference to human and economical features

Explain what a place might be like in the future taking account of issues impacting on human features.

Name and locate many of the world's major rivers on maps

Name and locate many of the world's most famous mountain regions on maps

Locate the USA and Canada on a world map and atlas

Locate and name the main countries in South America on a world map and atlas

History

Key concepts:

Regularly re-visit the following key concepts throughout the year:

Understand how knowledge from the past is constructed from a range of sources.

Describe make links between main events, situation and changes within and across different periods/societies.

Make comparisons between historical periods; explaining things that have changed and things which have stayed the same

Explain the role that Britain has had in spreading Christian values across the world

Begin to appreciate that how we make decisions has been through Parliament for some time

Appreciate that significant events in history have helped shape the country we have today

Have a good understanding as to how crime and punishment has changed over the years.

Enquiry: Test out an hypothesis in order to answer a question

Appreciate how historical artefacts have helped us understand more about British lives in the present and past

Investigate different versions of events from the past, which may exist and understand reasons why.

Identify and find out about historically significant people and events in situations or periods of time.

Select and organise relevant historical information in order to create their own structured account.

Designing:

come up with a range of ideas after collecting information from different sources

produce a detailed, step-by-step plan

explain how a product will appeal to a specific audience

Making

use a range of tools and equipment competently

make a prototype before making a final version

make a product that relies on pulleys or gears

Technical knowledge: *links scientific knowledge to design by using pulleys or gears*

design a product that requires pulleys or gears