

# Class 4

Class 4			
	<b>Autumn 1 + 2 2020</b>	<b>Spring 1 + 2 2021</b>	<b>Summer 1 + 2 2021</b>
<b>Whole school theme</b>	<b>Invaders and Settlers</b> (History focus)	<b>Stepping out into the world</b> (Geography focus)	<b>Circle of Life</b> (Science focus)
<b>English</b>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>• Beowulf</li> <li>• Saga of Biorn</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>• Newspaper reports - Battle of Hastings</li> <li>• Biographies of Viking heroes</li> <li>• Reports of the Viking invasion and historical discoveries</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Norse Gods and Sagas</li> </ul>	<p><b>Remote learning:</b></p> <p>During the period of remote learning, the English this term has related to the topic focus for the week, with the children revisiting different text types they have previously learnt about. This includes:</p> <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>• Writing Short stories inspired by The Wizard of Oz</li> <li>• Writing diary entries from the perspective of an Australian animal</li> <li>• Story inspired by the Bible story of Moses</li> <li>• Creating a persuasive leaflet about a chocolate bar.</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>• Information texts about Earthquakes</li> <li>• Writing a newspaper report about a tsunami disaster</li> <li>• Writing Biographies about a famous person</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Volcano poem comparison</li> <li>• Kenning poems to represent Natural disasters.</li> </ul>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>• The Spider and the Fly</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>• Discussion texts around the theme of Pollination</li> <li>• Writing playscripts, reporting on the effects of climate change.</li> <li>• Explanation texts about different human body systems including the transport system.</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Narrative poetry - Charles Causley The Green Man.</li> </ul>
<b>Maths</b>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Four operations</li> <li>• Fractions</li> </ul> <p><b>Focus times tables:</b> Practising individual times tables up to 12 x 12</p>	<ul style="list-style-type: none"> <li>• Decimal and percentages</li> <li>• Area, perimeter and volume</li> <li>• Converting units</li> <li>• Algebra and ratio and proportion</li> </ul> <p><i>Statistics to be taught through Science units.</i></p>	<ul style="list-style-type: none"> <li>• Identify and drawing angles</li> <li>• Exploring regular and irregular polygons</li> <li>• Revising calculating the area and perimeter of shapes.</li> <li>• Translation and coordinates</li> <li>• Time and reading timetables</li> <li>• Exploring money and converting units.</li> </ul>

**Science unit: Forces**

- To know what gravity and resistance are and identify balanced and unbalanced forces
- To investigate the effect friction has on movement
- To investigate the effectiveness of various materials, sizes and string length of parachute.
- To investigate and identify the effect of boat shape on water resistance
- To investigate and identify the effect of salty water on water resistance
- To investigate how levers work exploring how the position of fulcrum, load and effort impacts on use
- To investigate how pulleys, work and how the number of pulleys used changes the effort required
- To draw diagrams that explain the forces, loads, weights and efforts for levers and pulleys
- Identify appropriate gear combinations for given effects

**Working scientifically:**

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- reporting and presenting findings from enquiries, including conclusions
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using bar graphs.
- Using test results to make predictions to set up further comparative and fair tests

**Science unit: Electricity**

- Explain how our understanding of electricity has changed over time
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- explain the effect of different voltages in a circuit

**Working scientifically:**

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests

**Science units:**

**Living things and their habitats:**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

**Animals including humans:**

- identify and name the main parts of the human circulatory system, and describe the
- functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

**Working scientifically**

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

**History unit: Anglo-Saxons and Vikings**

Key objectives covered during unit:

- Understanding what Briton was like before the Saxons
- Understanding where the Saxons came from and how and why they invaded Briton
- Exploring where the Saxons settled in Briton
- Learning about a significant historical figure - Alfred the Great
- Exploring the Sutton Hoo discovery through historical artefacts
- Understanding who the Vikings were and developing a chronological timeline of the Vikings invasion on Briton
- Understanding how Vikings travelled and what a Viking longboat was like
- To understand what happened during a Viking invasion
- Exploring what Viking daily life was like and learning about Viking gods and their beliefs
- Understanding the importance of trade within the Viking period.

As part of the **remote learning** the children will be exploring the achievements of the earliest civilizations, including looking at where and when the first civilizations appeared. This will include:

- The Indus Valley
- Ancient Egypt
- Mayan Civilisations
- The Shang Dynasty of Ancient China

**Cause and Effect:**

- Address and devise historically valid questions about cause.
- Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.

- Can accept and reject sources based on valid criteria when carrying out particular enquiries.
- Asking questions about the usefulness and reliability of sources when studying scientific concepts and environmental factors.

<b>Geography</b>	<p><b>Within topic lessons:</b> Plotting countries on a map in Europe and revising the names of the world's continents.</p> <p><b>Within OAA lessons:</b></p> <ul style="list-style-type: none"> <li>Understanding how to follow directions and maps and use an 8-point compass</li> <li>Follow a route on a small-scale map.</li> </ul>	<p><b>Physical themes</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of climate zones, volcanoes and earthquakes</li> <li>Describe and understand key aspects of volcanoes.</li> </ul> <p><b>Understanding places and connections:</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including the water cycle.</li> <li>Name and locate geographical regions and their identifying physical characteristics: coasts.</li> <li>Name and locate key topographical features; Use maps, atlases, globes and digital/computer mapping to locate features studied.</li> <li>Understand how some of these aspects have changed over time.</li> <li>Use maps, atlases and globes to locate countries and describe features studied.</li> </ul>	<p><b>Physical themes:</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</li> </ul>
<b>Computing</b>	<p><b>E-safety units:</b></p> <ul style="list-style-type: none"> <li>Strong passwords</li> <li>Privacy rules</li> <li>Digital citizen pledge</li> <li>Super digital citizen</li> <li>What's cyber bullying?</li> </ul>	<p><b>E-safety units:</b></p> <ul style="list-style-type: none"> <li>Talking safely online (E-safety day)</li> <li>You've won a prize</li> <li>In the net performance</li> </ul> <p><b>Computing units:</b> Coding on purple mash</p>	<p><b>E-safety units:</b></p> <ul style="list-style-type: none"> <li>Picture perfect</li> <li>Selling a stereotype</li> <li>How to cite a site</li> </ul> <p><b>Computing units:</b> Unit 5.1 Coding on purple mash</p>
<b>D+T</b>	<ul style="list-style-type: none"> <li>Making a Viking shield</li> <li>Designing and making a Viking boat</li> </ul>	<ul style="list-style-type: none"> <li>Create a labelled model of inside the Earth</li> </ul>	<ul style="list-style-type: none"> <li>Gardening activities</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>Viking longboats - watercolours/collage</li> <li>Clay Vikings</li> </ul>	<ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences.</li> <li>To create volcanic artwork, inspired by the work of artist Margaret Godfrey.</li> </ul>	<ul style="list-style-type: none"> <li>To improve mastery of art and design techniques, including drawing</li> <li>To explore artists who have created artwork inspired by plants and flowers.</li> </ul>

<p style="text-align: center; color: red;"><b>Music</b></p>	<p><b>BBC KS2 Music: Anglo-saxons unit</b>          During the unit the children will learn about:</p> <ul style="list-style-type: none"> <li>• Identifying and clapping along to the steady, marching beat at the beginning of the song</li> <li>• Recognising the repeated melodic patterns</li> <li>• Identifying how the song is divided into sections called bars.</li> <li>• Identifying the tone of the music</li> <li>• Trying to sing with expression</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to improvise and compose music for a range of purposes: Create a piece of music to represent a Volcanic eruption.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit from Gloucestershire music company.</li> </ul>
<p style="text-align: center; color: red;"><b>RE</b></p>	<p>Major unit: Creation          Minor unit: Incarnation</p> <p>The value for this term is hope</p>	<p>Major unit: <b>Salvation</b> -What do Christians believe Jesus did to 'save' people?          Minor unit: <b>The Gospels</b> - How do Christians decide how to live? What would Jesus do?</p> <p>The value for this term is Justice</p>	<p><b>What does it mean to be Hindu in Britain today?</b>          Children will:</p> <ul style="list-style-type: none"> <li>• Describe how Hindus show their faith within their families in Britain today.</li> </ul> <p><b>Why do Hindus want to be good?</b>          Children will:</p> <ul style="list-style-type: none"> <li>• Identify and explain Hindu beliefs</li> <li>• <i>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara and Mohsha.</i></li> </ul> <p>The value for this term is Thankfulness</p>
<p style="text-align: center; color: red;"><b>PHSE</b></p>	<p><b>Autumn term 1</b>          PSHCE lessons will be focused around the book 'Here we are' as a stimulus for discussion around special places in our lives, special people, the impact of our choices on the environment.</p> <p><b>Autumn term 2</b>          SCARF units: <b>Me and My relationships</b>          Themes covered:</p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Emotions</li> <li>• Conflict</li> <li>• Resolution</li> <li>• Friendships</li> </ul>	<p><b>Spring term 1</b>          SCARF units: <b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Includes money/living in the wider world/environment</li> </ul> <p><b>Spring term 2:</b>          SCARF unit: <b>Being my best</b></p> <ul style="list-style-type: none"> <li>• Includes having a healthy growth mindset and goal setting/achievement</li> </ul>	<p><b>Summer term 1:</b>          SCARF unit:          Keeping myself safe.</p> <p><b>Summer term 2:</b>          SCARF Unit:          Growing and changing - RSE Education          Including covering science unit:</p> <ul style="list-style-type: none"> <li>• Development from foetus to child</li> <li>• Growth: adolescences and puberty</li> </ul>

<b>PE</b>	<ul style="list-style-type: none"> <li>• OAA - Orienteering and map skills</li> <li>• Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Striking and fielding - Cricket</li> <li>• Net and wall - Tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Net and field: Rounders</li> </ul>
<b>Language</b>	<b>French</b> Topic areas: <ul style="list-style-type: none"> <li>• Numbers</li> <li>• All about me</li> </ul>	<b>French</b> Topic areas: <ul style="list-style-type: none"> <li>• Basic conversations in French</li> <li>• Improving our listening skills in French</li> </ul>	<b>French:</b>
<b>Enhancing the curriculum</b> <b>Visitors</b> <b>Trips</b>	Viking man visit (dependent on safety guidelines)	No visits possible due to <i>COVID</i> restrictions.	Chance to shine cricket Residential for Year 6's
<b>Diversity opportunities</b>		<ul style="list-style-type: none"> <li>• How justice is shown through sport</li> <li>• Discussing the wider world</li> <li>• The importance of fair trade around the world for developing communities.</li> </ul>	Discussions on the impact of climate change around the world including less economic countries.