## Literacy

Key Texts: Beowulf, How to Train Your Dragon and Viking Boy

**Purpose for writing:** Writing narrative stories based on myths and legends,. Writing instructions and information text about training dragons and the Vikings and Anglo Saxons.

**Writing:** Across the term they will learn the features, style and structure of differing texts so they can apply these skills to their own work. Literacy will be closely nked to by their knowledge gained in history this term.

**Grammar:** Children will learn to use the structure and layout differing texts.. They will continue to learn about expanded noun phrases, build on the use of adjectives, adverbs and prepositions to express time, place and cause. They will also continue to learn about fronted adverbials and using punctuation effectively.

**Word Reading / Comprehension:** Children will focus on how we can infer from the text and how we can make predictions based on the information we have gained from the text.

## History

# Focus: Britain's Settlement by Anglo-Saxons and Scots

Children will learn an in depth view and chronology of Britain's settlement by Anglo-Saxons and Scots. They will first analyse the Roman withdrawal from Britain and the fall of the western Roman Empire. They will then learn about different invasions, the settlements and kingdoms. This will lead into focusing on village life, art and culture of the Anglo-Saxons. Children will explore aspects of the Christian conversion. Throughout the topic, children will use artefacts and sources to inform their knowledge. They will research for lines of enquiry and form their own questions to discover. (Please see History knowledge organiser for essential knowledge and vo-

#### Art

**Focus: Drawing and Collage** (modern mixed media self-portraits) In this unit, the children will learn about the artist, L.B.Picasso, where he is from, (Spain ) and where he spent most of his life, (Paris ) the history of the art movement he is associated with and its development (Cubism). Picasso was influenced and interested in cubism which is a style of art which shows objects and people from different angles. He developed a distinctive style of painting and is well known for his portraits which show different views of a person's face.

The children will explore the different techniques Picasso used when creating one of his paintings by producing their own portrait using drawing, painting and collage. They will then try to recreate their portrait in clay as a 2D image. They will then take this to the next level by creating a 3D sculpture of a portrait. The children will be able to reflect on why Picasso used these techniques and to think about what statement he was conveying in these works of art. The children will be able to critique the work of Picasso and compare this with the portraits created by Leonardo da Vinci. Warhol & Van Gogh

Year 4: Summer 1

**Computing** Focus: 'Logo' and 'Animation'

ANGLO-SAXONS

Music

**Focus:** Studying composition– pentatonic scale. Digital programme.

PE Focus: Indoor– Gymnastics Outdoor– Athletics RSHE

Focus: Relationships

**French Focus:** Revisit and learn more about actions/colours/class instructions. **Key Facts:** Comparing pounds and pence. Rounding money. Convert grams to kilograms, millilitres and litres, centimetres and metres. Perimeter of shapes.

**Money:** Children will continue to build on their knowledge of money to include estimating, comparing and calculating different measures including money in  $\pounds$  & p. They will solve problems with increasingly harder steps with relating the answer to the context of the question.

*Mass, Volume and Length:* They will measure mass, volume, height, length and converting between different units of measure. The children will also measure and calculate the perimeter of a rectilinear figure (including squares) in cm & m.

**Area of figures:** Children will find the area of rectilinear shapes by counting squares and start to relate area to arrays.

(Please see our Calculation Progression document on our website for 'Measures' strategies.)

#### **Biology: Living Things**

The children will be learning how to identify, group and name a variety of living things in the local area. They will be studying the similarities and differences between animals and will also learn to group plants into flowering and non-flowering plants. The children will be shown examples of classification keys with yes/no questions which will help them to identify each living thing. The children will use magnifying glasses to spot living things in the school grounds. From their observations outside, the children will be able to create their own classification keys for identifying each living thing. The children will also be exploring the human impact on different environments, looking at the positive effects whereby nature reserves have been created to encourage more plant and animal life to flourish but also the negative aspects such as deforestation, litter and population/development of houses which impacts on animal habitats.

### Working Scientifically:

Children will ask relevant questions, using different types of scientific enquiries to answer them. They will be setting up simple practical enquiries, comparative and fair tests in order to answer a scientific question.

#### Theme: Beliefs and Practices

### Focus: Islam-What is the best way for a Muslim to show commitment to God?

The children will continue to explore the beliefs and practices of different religions, focusing on Islam. They will investigate the relationship Muslims have with God. The children will look at the five pillars of islam and the way in which Muslims worship. We will also explore a range of ways that Muslims could show their commitment to God and compare it to how we make commitments in our lives.

# Maths

# Science

# RE