

Year 4 AUTUMN 1: Traders and Raiders	Memorable experience	We are reading	Music	Art & Design	Computing	French	PSHE	PE	Science
<p>History: To understand when and how the Anglo Saxons and Vikings lived.</p> <p>History – Place events on a time line. Use a range of source materials to answer questions. Choose the best way to record a range of historical information. Ask and answer more complex questions through independent research. Explain the impact of a significant historical figure in Britain. Remember some key dates and events from the period.</p> <p>Geography : To be able to use maps, atlases and globes to locate countries and describe features studied.</p> <p>Draw sketch maps and plans using standardised keys and symbols. Locate and name features on an Ordnance Survey map. Propose geographical questions, collecting evidence and recording findings. Locate countries of Europe. Suggest source materials for specific tasks.</p>	<p>To know how the Anglo Saxons lived.</p> <p>Anglo – Saxon dress up day. Cook Anglo-Saxon oat cakes, play Anglo-Saxon board games and make woven bracelets.</p>	<p>To know the legend of Beowulf and other Viking Myths</p> <p>Listen to, discuss and write detailed comments about a range of fiction.</p> <p>Find and record information independently.</p> <p>Retell a wide range of stories, including myths and legends by sequencing and checking for sense.</p>	<p>To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.</p> <p>To know 5 facts about a great composer.</p> <p>Learn to sing, play, improvise and compose with the well-known song Mama Mia,</p> <p>Learn to play the recorder.</p> <p>Research facts about a great composer.</p>	<p>Model AS houses AS brooches.</p> <p>To understand which artist's tools are best for working with selected materials.</p> <p>Choose a range of materials, showing an understanding of their different characteristics. Analyse the potential of a range of tools, use a motif and stencil to create a mono or repeat print. Compare and comment on a number of artworks on a similar theme.</p>	<p>To create a simple educational game</p> <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.</p>	<p>To know and retain vocabulary and grammar for each topic taught.</p> <p>Listen and show understanding by joining in and responding. Use songs and rhymes to link spelling patterns and sounds. Ask and answer questions. Express opinions, respond and speak in sentences.</p>	<p>To know ways of keeping safe and healthy</p> <p>Understand how different people in the school and local community help us stay healthy and safe.</p> <p>Define what is meant by 'being responsible'; Describe the various responsibilities of those who help us stay healthy and safe; Suggest ways we can help the people who keep us healthy and safe.</p>	<p>Gymnastics and Tag Rugby</p> <p>To become increasingly competent and confident. To be able to perform in time with a partner and group Use compositional ideas in sequences such as changes in height, speed and direction.</p> <p>Develop gymnastics shapes – tuck, pike, star, straddle, dish, arch, L sit, back support, v sit, straight, and arabesque.</p> <p>To consistently perform basic tag rugby skills To implement rules and develop tactics in competitive situations.</p> <p>Increase speed and endurance in game play. Use different length passes to help the team. Create space to receive passes.</p>	<p>States of Matter To know the different states of matter – solid, liquid and gas.</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes.</p>