

## English

**Reading** – Continuing with *Alice in Wonderland*

**Developing pleasure and motivation to read.**

Comprehension skills focusing on Y4 key skills/content domains in whole class reading, group reading and one to one reading sessions

**Speaking and Listening** – Take part in presentations or present different views on different questions or issues

**Writing Composition** – Writing for different purposes, developing stamina, editing and checking work throughout.

Speculating, hypothesising and imagining what it might have been like to be a Saxon invader landing on the beaches of Norfolk

Write a report on the arrival of the Saxons on Brancaster beach

Retell the legend of King Arthur.

**Shakespeare** – Year 3/4 production based on Shakespeare and the Globe theatre.

**Spelling and Grammar:** No Nonsense Spelling linked to the National Curriculum requirements for Year 4.

**Handwriting:** Children join and enhance the fluency and neatness of their writing. Emphasis on neat presentation and pride in all written work.

## Art

Developing creativity using a variety of materials within the following contexts:  
Develop painting technique using water colour and fine brushes. Developing out the ability to observe closely and paint in the style of an artist

Look at Anglo Saxon pottery and create own pot out of clay.

## Languages

To practice and extend our ability to hold a simple conversation in French  
Latin – basic vocabulary and traditional tales.

## Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Engaging pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Why do some people think life is a journey?

## Design Technology

Sewing – looking the many applications of stitching. Design and make a draw string bag. Evaluate the process, suggest improvements – Finishing our sewing projects from last term

## Music

Exploring melodies and scales. Learning about pitch through whole class recorder teaching and rhythm work using the djembe drums.

## Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity

**Attack and defence games** bench ball, tag rugby

Continuing with the introduction to maypole dancing from last term.

## Maths

### Summer block 1: Decimals

Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to 1 4 , 1 2 and 3 4 Understand the effect of dividing a one or two digit number by 10 or 100. Identifying the value of the digits in the answer as ones, tenths and hundredths.

### Summer block 2: Measures and Money

Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places.

## Trader\$ and Raider\$ Curriculum Plan – summer 1, 2019

**Super Start:**  
Make a Saxon boat

**Fantastic Finish:**  
Shakespeare performance

## Computing

### Programming

Pupils develop their programing skills to create simple algorithms to control characters on screen.

Using and applying their programing skills to create an animation  
Recap on the importance of online safety and how to stay safe online.

Data handling

## Geography

Use maps, atlases and globes to locate countries and describe features studied.

Use for and six figure grid references, symbols and key (including the use of Ordinance Survey Map) to build knowledge of the UK and the wider world.

Describe and understand key aspects of human geography including types of settlement, land used, economic activity and trade routes.

Research Saxon shore forts and create a sketch map

Locate significant sites in the South West of England on an Ordinance Survey map

Find out where Saxon invaders settled in Britain, searching for towns that have names derived from Saxon words.

## British Values and SMSC

Developing an understanding of fundamental British values

**Spiritual:** developing our understanding of ourselves and engaging our heart as well as our mind in our learning and interactions with others. Developing self-awareness through mindfulness begun in year 3.

**Moral and social:** Increasing understanding of how our actions affect others and our responsibility towards others in school

**Cultural:** Community languages – exploring the languages that are spoken by families in our school.

**Democracy:** Increasing our understanding of how we can take part in the democratic process

## History

Develop chronological knowledge noting connections, contrasts and trends over time. Use historical terms, ask valid questions and construct informed responses.

Children will study an aspect or theme in British History that extends their chronological understanding. Place events, people and changes within a chronological framework.

- Make connections, draw contrasts and identify trends in different periods of history.
- Give reasons for and write explanations of past events using evidence to support.

Place events in chronological order from AD410 to 1066

Learn about St Bede and why he is such an important figure in this period of history.

Alfred the Great  
Arthur

## PSHE

Exploring what it means to treat others with respect, how to disagree and debate. Thinking about when it is all right to say no.