

Maths

- To divide decimal numbers by 10 and by 100.
- To round decimals with one decimal place to the nearest whole number.
- To solve problems that involve addition and subtraction whole numbers and decimals.
- To estimate and compare different measurements including money.
- To read, write and convert time between analogue and digital 12 and 24 hour clocks.
- To solve problems converting from hours to minutes, minutes to second years to months, weeks to days.
- To calculate money in pounds and pence.

Art And Design

- To research and understand the importance of jewelry in Anglo Saxon times
- To plan and design and intricate pattern
- To develop the skill of embossing
- To evaluate a final product

English

- Text focus—'Beowulf'.
- The above text will be used to inspire the writing of diary entries, newspaper reports, speeches, letters and poetry.
- Designing our own Anglo-Saxon settlement will involve the production of an information leaflet which will be used to persuade others to visit.
- During our 'Spotlight on Galleywood' focus, we will be writing formal letters.
- Objectives for this term are overleaf.

Settlement

Designing our own brooches

Roundhouses

Sound

Anglo Saxons Year 4 Summer 1 2018

'Spotlight On Galleywood' (fortnight)

Salvation

History

- Describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxons kingdoms were.
- Explain why settlements develop in certain locations
- Identify features of an Anglo Saxon settlement
- Use our knowledge of features of an Anglo Saxon settlement.

Computing

- To understand the conventions for collaborative online work.
- To be aware of their responsibilities when editing other people's work.
- To become familiar with Wikipedia, including potential problems associated with its use.
- To practise research skills.
- To write for a target audience using a wiki tool.
- To develop collaboration skills.
- To develop proofreading skills.

Music

Learning through Renaissance and Baroque music.

To perform : Maintain a simple part within a group.

To compose: Choose, order, combine and control sounds to create an effect.

To transcribe: Recognise the notes EGBDF and FACE on the musical stave

Science—Electricity

- Identify common appliances that run on electricity
- Classify and record appliances as mains or battery operated
- Recognise what is needed in order to make a bulb light in a circuit
- Understand what components make a circuit
- Use comparative tests to explore patterns made in a circuit
- Investigate which materials conduct electricity
- Use a simple circuit to create a device

Physical Education

- To understand how to prepare the body for exercise.
- To understand what fitness means.
- To complete a range of circuit-based activities and understand the reason for doing them.
- To understand what happens to the heart rate during exercise.
- To demonstrate the correct technique for chosen activities.

Religious Education

- To order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
- To offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
- To give examples of what the texts studied mean to some Christians.
- To make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.
- To describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
- To make links between some of the stories and teachings in the Bible and life in the world today.

Objectives for Year 4 Term 3

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Use formal/informal registers when appropriate Ask relevant questions after listening to build understanding Take different roles in groups e.g. leader, reporter, scribe, mentor</p> <p>Drama In a group, present their own play by learning lines, making props and creating simple sound and light effects</p>	<p>Word Reading Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems and playscripts to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis</p> <p>Reading Comprehension Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify instances where structure and layout contribute to meaning Engage in a discussion on an author's use of language Distinguish between fact and opinion when discussing viewpoint Make connections between texts in terms of plot, similar characters, same author etc.</p> <p>Being a Researcher Distinguish between fact and opinion in order to verify the accuracy and reliability of information Appraise the usefulness of a text for a task Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>	<p>Planning, Composing and Evaluating Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Make the form of writing consistently clear, relevant and organised Experiment with layout when writing poems Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Engage the reader fully at points Link ideas within a paragraph or section Communicate feelings, emotions and opinions Take a viewpoint in a piece of writing Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 4)</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Know what a subordinate clause is Use a wider range of conjunctions to extend sentences including when, if, because, although Know what a complex sentence is Write complex sentences Use commas for marking off subordinate clauses</p>	<p>Spelling Use a dictionary to check words Investigate spelling patterns and conventions Use etymology to aid spelling Spell words where the k sound is spelt ch (Greek origin) e.g. chorus Spell words where the sh sound is spelt ch (French origin) e.g. chalet Spell -gue and -que words (French origin) e.g. tongue, antique Spell words where the s sound is spelt sc (Latin origin) e.g. scene Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Write consistently with neat, legible and joined handwriting Present on-screen texts which consistently appeal to the reader</p>