

Year group: Year 4 **Term:** Autumn 2

Topic: Traders and Raiders

Opportunities for outdoor learning

Looking for and collecting natural materials to use as dyes.

Key vocabulary: Angle, Anglo-Saxon, conquer, Germanic, invade, Jute, longhouse, monastery, Offa’s Dyke, pagan, Saxon, Viking.

PSHE objectives:

- Develop an acceptance of other people, understanding the importance of identifying and combatting discrimination.
- Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.
- Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.

History objectives:

- Sequence significant dates about events within a historical time period on historical timelines.
- Present a thoughtful selection of relevant information in a historical report or in-depth study.
- Describe the significance and impact of power struggles on Britain.

Geography objectives:

Investigate a geographical hypothesis using a range of fieldwork techniques.

PE objectives:

Play a well-known or invented competitive game, communicating with others, and developing and using team tactics.

Art objectives:

Combine a variety of printmaking techniques and materials to create a print on a theme.

Digital literacy:

Using ICT for research. Creating own Google document.

Music objectives:

Play or sing simple melodies from standard and invented musical notation and symbols.

Science objectives:

- Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. View progression
- Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs). View progression
- Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.

RE objectives: Hinduism, Judaism, Advent

Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used
Describe with increasing detail and accuracy:
A range of religious beliefs
The life and work of key figures in the history of the People of God
Different roles of people in the local, national and global church
Religious symbols and the steps involved in religious actions and worship
Those actions of believers which arise as a consequence of their beliefs
Make links between:
Beliefs and sources, giving reasons for beliefs
Beliefs and worship, giving reasons for actions and symbols
Beliefs and life, giving reasons for actions and choices
Use a wider range of religious vocabulary
Ask and respond to questions about their own and others’ experiences and feelings about each of the area of study, in relation to questions of meaning and purpose
Make links to show how feelings and beliefs affect their behavior and that of others
Use a given source to support a point of view
Express a point of view
Express a preference

Kernow Cluster Topic Overview Sheet

Objectives



Maths objectives:

- Measure the perimeter of rectilinear and non-rectilinear shapes.
- Measure perimeters of shapes on a squared grid.
- Find equivalent lengths for mm, cm, m and km.
- Add and subtract lengths.
- Multiply and divide by 0,1, 10, 3 and 9.



Opportunities for trips / visitors:

Whole class texts:

The Saga of Erik The Viking - Terry Jones.

English objectives:

- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

Languages objectives:

classroom instructions,

ask ‘do you have...’

pencil case nouns,

French Christmas.

Design Technology objectives:

Choose from a range of materials, showing an understanding of their different characteristics.
Prototype shell and frame structures, showing awareness of how to strengthen, stiffen and reinforce them.

Computing objectives:

Manipulate a range of text, images, sound or video clips and animation for given purposes.



Links to previous topics:

Stone age history of Britain (Y3)

PSHE Skills:

Use a range of social skills in different contexts.

Cooperate well with others and be able to resolve conflicts effectively.

History skills:

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Geography skills:

Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Design Technology skills:

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Links to future topics:

Medieval Britain (Y5)

Maths skills:

- Solve a multiplication and division one/two-step problem involving numbers, problems, using number facts, place value, money, measures, time to 2dp.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Find the effect of dividing a one or two digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundreds.
- Use knowledge of multiplication facts and corresponding division for 2x to 12x tables to multiply and divide.
- Find the area of a rectilinear shape by counting the squares.
- Find the area of various sized squares and rectangles by counting / multiplying squares.(Arrays)
- Measure and calculate the perimeter of a rectilinear shape (including squares) in cm and m.

PE skills:

Use running, jumping, throwing and catching in isolation and in combination.

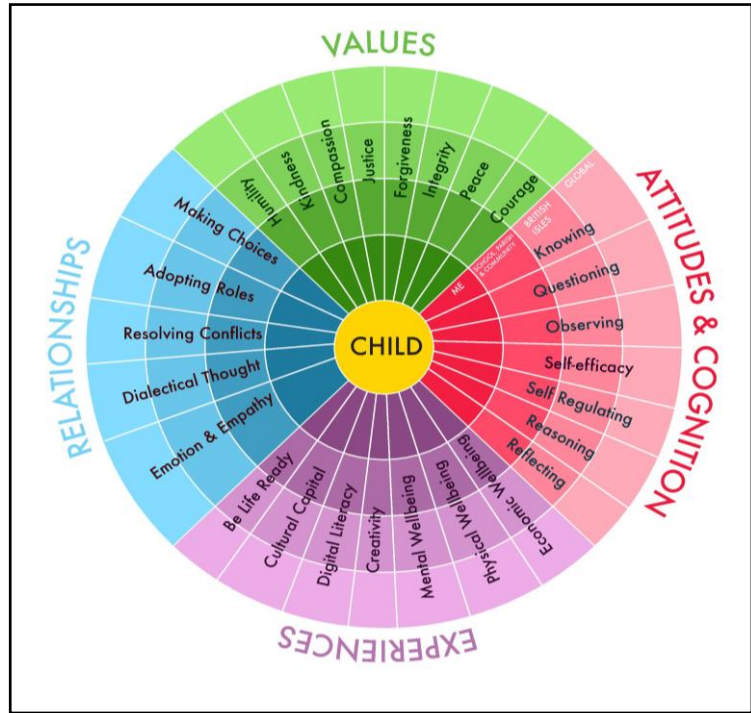
Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.

Music skills:

Use and understand staff and other musical notations.

Art skills:

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).



Science skills:

- Set up simple practical enquiries, comparative and fair tests.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Use straightforward scientific evidence to answer questions or to support their findings.

Languages skills:

Listen, join in and respond; link the spelling, sound and meaning of words; ask and answer questions; read and understand words, phrases and simple texts; read aloud with accurate pronunciation.

Opportunities for home learning / cultural capital

Set homework:

Read and underline / highlight key facts on the Cornerstones Knowledge Organiser.

TIMES TABLES – TTRS.

Weekly reading, spellings

English skills:

- Use commas after fronted adverbials.
- Write in the past tense
- Begin to adapt style for different genres, e.g. posters.
- Discuss and adapt examples of similar writing when planning writing to develop own structure vocabulary and grammar.
- Include a dilemma that needs to be resolved in the story.
- Describe the impact of characters actions on others.

RE skills:

Developing knowledge and understanding

Making links and connections

Specialist vocabulary

Meaning and purpose

Beliefs and values

Use of sources of evidence

Construct arguments

Make judgements

Computing skills

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, including collecting, analysing, evaluating and presenting data and information.