


<b>Year group:</b> Year 4		<b>Term:</b> Summer 1	<b>Topic:</b> 1066 - Something about conflict / morality of invasion?	<b>Kernow Cluster Topic Overview Sheet</b>	
<b>Opportunities for outdoor learning:</b>  Forest school final session.		<b>Key vocabulary:</b> Anglo-Saxon, bailey, Bayeux Tapestry, brother-in-law, castle, claim to the throne, conqueror, Domesday Book, keep, motte, Norman, rebellion, Witan.		<b>Objectives</b>	
<b>PSHE objectives:</b>  Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. Learn problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools. Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.		<b>Catholic Values:</b>  Weekly virtue Assembly  Focus on the value of integrity.		<b>Digital literacy:</b>  Using ICT for researching online. Using online maps, aerial photographs and satellite images. Using Google Meet	
		<b>Science objectives:</b> 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.		<b>Writing objectives:</b>  in non-narrative material, using simple organisational devices  using the present perfect form of verbs in contrast to the past tense  indicating possession by using the possessive apostrophe with plural nouns	
<b>PE objectives:</b>  TBC		<b>History Objectives:</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.  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.			
<b>Art objectives:</b>  To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		<b>RE objectives:</b> Pentecost  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			
<b>Music Objectives</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians					



**Opportunities for trips / visitors:**

**Whole class texts:**  
  
 I Was There 1066 – Jim Eldridge

**Maths objectives:**  
  
 Read, write and convert time between analogue and digital 12 and 24hr clocks.  
  
 Estimate, compare and calculate different measures including money in pounds and pence  
  
 Round decimals with one decimal place to the nearest whole number.  
  
 Compare and order decimals with up to one decimal place.

**Languages objectives:**  
  
 To learn some key classroom language  
  
 To learn some animal names  
  
 To make animals plurals

**Design Technology objectives:**  
 Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).  
 Investigate and analyse a range of existing products. 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.  
 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

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



<b>Year group:</b> Year 4	<b>Term:</b> Summer 1	<b>Topic:</b> 1066
---------------------------	-----------------------	--------------------

**Links to previous topics:**

Traders and Raiders (Anglo-Saxons and Vikings)

**PSHE Skills:**

Use a range of social skills in different contexts.

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

**PE skills:**

TBC

**History Skills:**

Describe the significance and impact of power struggles on Britain.

Construct a profile of a significant leader using a range of historical sources

Use more complex historical terms to explain and present historical information.

Explain in detail the multiple causes and effects of significant events.

Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.

Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.

**Design Technology skills:**

Explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products.

Investigate and identify the design features of a familiar product.

Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements

**Links to future topics:**

**Maths skills:**

Compare order and round decimals to the nearest whole number.

Know the number bonds to 10, 20 and 100 (recap)

Add and subtract amounts of money mentally and using a written method

Calculate change from a given amount

Tell the time to the nearest minute.

Convert between 12 and 24hr clocks.

**Art skills:**

Apply one material to the surface of another a material (appliqué).

Create a simple design and transfer the main shapes to a paper pattern.

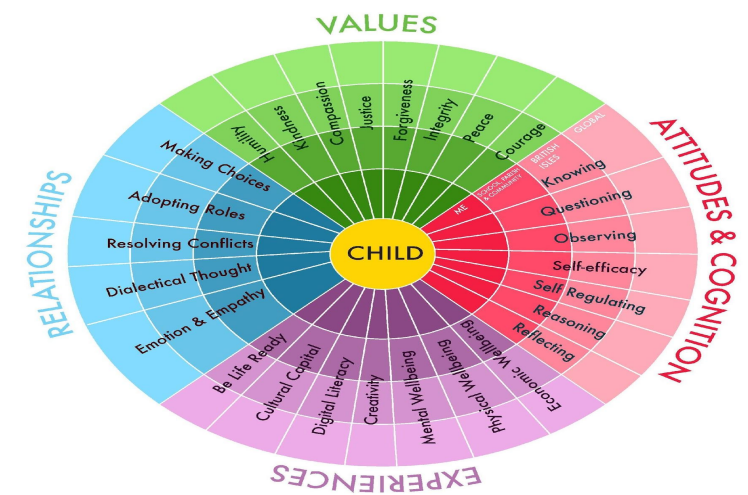
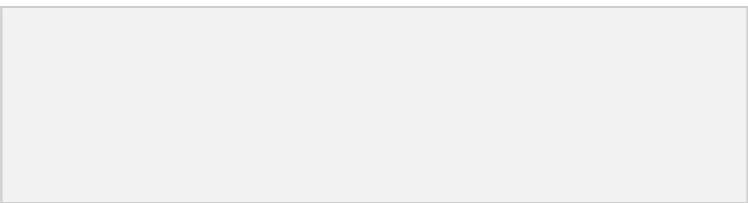
Use running stitch.

Talk about the work of important crafts and design people.

Make a simple loom and use different materials to produce a range of weft threads.

**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.



**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.

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.

Take accurate measurements in standard units, using a range of equipment

**Music Skills**

Maintain a simple part within an ensemble or choral group. Improvise melodic and rhythmic phrases as part of a group performance.

Combine musical elements to create a score.

Begin to use musical notation and devices, e.g. melody, and rhythms to create a score.

Compose, improve and perform simple melodies and songs. Improvise a repeated pattern (Ostinato).

Use notation associated with duration, e.g. crochet-one beat, minim- two beats, quaver-half beat



**Opportunities for home learning / cultural capital**

**Set homework:**

Read knowledge organiser to introduce topic.

TIMES TABLES – TTRS.

Daily reading, weekly spellings

**English skills:**

Write a letter and script using non-narrative features

Understand and write using different tenses and verb forms

Write using apostrophes to show possession and plural possession

**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

**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.