

As writers, we will...

- ★ Create stories with a warning theme using the skills we have previously developed in our writers' tool kit, extending our expertise further.
- ★ Develop our technique at writing instructions based upon our newfound skills in reading maps.
- ★ Create a story with a historical narrative to develop our ability to write in the past tense, using third person narrative.
- ★ Produce a non-chronological report using the genre of non-fiction.

As scientists, we will...

- ★ Find patterns between the pitch and the volume of a sound and identify features of the object that produce it.
- ★ Identify how sounds are made, linking this with something vibrating.
- ★ Recognise that sounds get fainter as the distance from the source increases.
- ★ Recognise that vibrations from sounds travel through a medium to the ear.
- ★ Conduct investigations, testing ideas and drawing robust conclusions.

Our whole class text is... *Stig of the Dump by Clive King*



Year 4 Curriculum Autumn Term 2019/20

Welcome to the Year 4

Hull Week:
Hull Fair

Our class song is...
Heroes by the X-Factor Finalists

As mathematicians, we will...

- ★ Recognise place value in numbers with 4 digits
- ★ Learn to count in multiples of 6,7,9,25,1000
- ★ Develop formal written methods for addition and subtraction
- ★ Recall and use multiplication and division facts up to 12x12
- ★ Convert between different units of measure
- ★ Measure and calculate perimeter

In RE

In R.E., we will...

- ★ Be considering 'What makes a hero?'
- ★ Explore commitment as demonstrated in the lives and work of significant people of faith (Mother Teresa).
- ★ Describe the effects of life changing events on the commitment of significant people of faith (Dr. Barnardo).

We will plan a stall for the Christmas fair, focusing on making the best profit.

I am an entrepreneur

We will be performing 'Gran Can You Rap?', by Jack Ousby, during the FAPS

I am a communicator

We will be looking at the lives of influential people and how their life experiences influenced their aspirations.

I am resilient and aspirational

Using Jigsaw, we will think about who we are and celebrate our differences.

I am healthy

By viewing the lives of significant people, we will aspire to be role models for each other and those around us.

I am a good citizen

1. What makes Britain 'Great'?

We will start our topic by looking at the geography and the topography of the United Kingdom, using maps to identify regions, rivers, and the seas. We will consider why Britain was such a viable option for new settlers and complete a piece of persuasive writing, using our knowledge as geographers, to market the assets of Britain to potential settlers.

2. Why was the first Anglo-Saxon raid unsuccessful?

We move on to an in-depth look at the initial Anglo-Saxon raid on Roman Britain. Using our skills as Historians, we will look at a variety of sources, both primary and secondary, and research where the Anglo-Saxons came from.

We will find out how their raid on Roman Britain proved to be a disaster and write a newspaper report from the Anglo-Saxon perspective.

3. Were the Anglo-Saxons intelligent or sneaky?

We will continue our study by investigating how the Anglo-Saxons were able to infiltrate Britain successfully and begin to settle. We will achieve this target by using a variety of primary sources, including the writing of Gildas. As historians, we will question the validity of the written primary source.



Year 4 Autumn Term Topic

From Disaster to Triumph ... to Disaster?

Mini-Projects

Throughout the topic, we will also be completing a selection of mini projects to develop our skills in other subject areas:

- In D&T, we will look the use of shields during the period of the Anglo-Saxons and explore possible modifications to improve the original design for ultimate effectiveness.
- As artists, we learn about the life and times of David Hockney, studying and recreating his most famous pieces of work.
- In ICT, we will use Digimaps to compare localities and we will use Excel to collate and produce simple data.

4. Where were the major Anglo-Saxon settlements?

We will use our geographical skills to identify the major settlements of the Anglo-Saxons and detail the preferred attributes of their chosen settlements. Using digital maps, we will carry out a survey to look at the significance of names of towns and cities and the influence the Anglo-Saxons had upon the names of the places in which we live, in comparison to another locality in the UK.

5. How do primary sources influence our understanding of historical events?

In order to answer this question successfully, we will use our Historians perspective to investigate the significance of the findings at Sutton Hoo.

We will consider how these findings, and the historical study of these artifacts, influence our understanding of the past.

6. Did the Anglo-Saxons live happily ever after?

We will complete a piece of in-depth, extended writing as a narrative, from the perspective of a child of the times. This will demonstrate our chronological knowledge of the Anglo-Saxons place in history and include a look to the future, incorporating the way in which the Vikings undermined the security of the Anglo-Saxons' future.