



Anglo Saxons

Children will be learning about the Anglo Saxons, and using the theme as a vehicle for all creative, literacy and knowledge and understanding



KUW

Science – Y3 Plants

Jan Ingenhousz (photosynthesis)

To identify and describe the functions of different parts of flowering plants: roots stem, leaves and flowers.
To explore the requirements of plants for life and growth and how they vary from plant to plant
To investigate the way in which water is transported with plants
To explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Geography –

To locate the world's countries, using maps to focus on Europe.
To name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

History –

Anglo Saxon settlement, including:

- The Heptarchy
- The spread of Christianity
- Key developments in the reign of Alfred the Great
- To know and understand British history as a coherent, chronological narrative, from the story of the first settlers in these islands to the development of the institutions which govern our lives today
- To gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry'
- To understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

RE – See separate planning

L2.11

How and why do people mark significant events of life?

Multi faith thematic unit

KUW – Skills based objectives to focus on:

Science:

Describe the functions of different parts of plants and flowers

Explore the requirements of plants for life and growth and that they can vary between different plants

Explore the part flowers play in the life cycle of flowering plants E.G. pollination

History:

Chronology

Develop a secure chronological knowledge and understanding of British, local and world history and begin to establish clear narratives within and across the periods studied. Begin to put dates, events, people, places and artefacts on a timeline with support.

Historical Terminology

Use the correct terminology to describe events in the past. Begin to build a larger historical vocabulary, such as 'empire', 'civilisation', 'monarch'...

Week 1 and 2

Literacy – NF: Newspapers (3 weeks)

ICT – How can I record sound?

History/ Geog – What is Sutton Hoo and why is it important?

Science – What is the purpose of each part of a plant?

5th June – Year 4 QUAD Kids

6th June – Countryside Show

7th June – Sports Day

ICT – How can I edit the sound I have recorded?

History – Who were the Anglo Saxons? How long did they rule for?

Science – What are the different functions of the plant parts?

Week 3 and 4

ICT – What different elements could I include in a podcast?

History/ Geog – Where did they invade? Why did they invade?

Science – How is water transported within plants?

19th June – Year 4 Bikeability

Literacy – Narrative – Action (2 weeks)

DIVERSITY WEEK

ICT – How can I record and combine layers in a podcast?

History/ DT – What was it like in an Anglo Saxon village?

Science – How do plants help in their own life cycles?

28th June – Mini golf sporting experience

Week 5, 6 and 7

ICT – How can audio be combined and cropped?

History – Who was Alfred and why was he so Great?

Science – What is pollination – what does it do?

ASSESSMENT WEEK

ICT – What could improve each podcast? What are the similarities and differences?

History – What were their beliefs and who were their Gods?

Science – What are the different pollinators?

9th July – Les Olympiques des Animaux

Literacy – (Apprentice Literacy task week)

History – What were runes?

16th July – Newcastle Eagles workshop

18th July – Anglo Saxon Workshop

Mathematical Development

Measurement: Time

Read, write & convert time between analogue and digital 12 and 14 hour clocks.

Convert between different units of measure eg hour to minute. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Geometry: Properties of Shapes

Identify acute and obtuse angles and compare and order angles up to two right angles by size.

Identify lines of symmetry in 2D shapes presented in different orientations.

Complete an simple symmetric figure with respect to a specific line of symmetry.

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

Measurement: volume and capacity (Y3)

Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml).

Co-ordinates (Y4)

Describe positions on a 2D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/ right and up/ down.

Plot specified points and draw sides to complete a given polygon.

OUR ARTIST SPINE IS: Stormy Sea: Turner

Creative Development

Art – (linked to the Art spine)

To know about the great artists, craftsmen and designers, and understand the historical development of their art form s

To know the great artists, architects and designers in history

To improve their mastery of techniques, such as drawing, painting and sculpture with materials

DT –

To use safely and increasingly effectively a wider range of tools. Equipment and materials with increasing skills to make products that are fit for a purpose

To extend the skills to communicate their ideas visually in 2D and 3D

Music : Charanga Unit : (Y3 Unit Blackbird)

To read, follow and perform music on a stave

To build and create appropriate sounds and dynamics with their voice

Arts specific learning (Y4):

Art: To improve their mastery of techniques including **drawing**, painting and sculpture with a range of materials eg: pencil, **charcoal**, paint and clay.

KS1 techniques to master: colour, **pattern**, **texture**, line, shape, form and space.

PSED – How can we manage risk in different places? (Y4 unit)

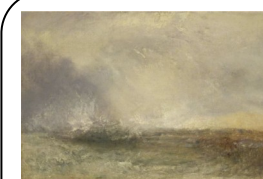
- how to recognise, predict, assess and manage risk in different situations
- how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- how people can be influenced by their peers' behaviour and by a desire for peer approval: how to manage this influence
- how people's online actions can impact on other people
- how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- how to report concerns, including about inappropriate online content and contact
- that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

Key

Outside environment

Multiculturalism

Arts



Communication Language and Literacy

NF: Newspaper – Hook text: King Arthur and the knights of the round table

NF: Narrative: Action : Hook text: Anglo Saxon Boy

ICT- Y4 Unit Creating Media – Audio production IT (Garage Band)

- select, use and combine software to create a range of programs, systems and content to accomplish a given goal
- evaluating and presenting data and information

DL: Online reputation

MFL – French – In the classroom

Say 'what I have .../ don't have....' in their pencil case
Match sound sot word / picture/ phrase

Physical Development

Tuesday (Y3) / Friday (Y4)

Rounders (Striking and fielding)

WEDNESDAY pm –

Athletics