



# Year 4, Spring 1

## Vikings and legends

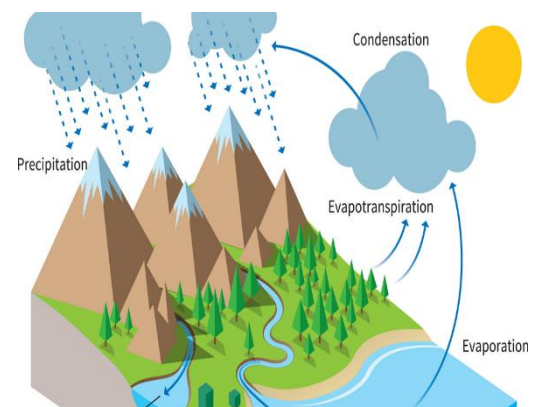
The term will start by looking at popular legends, such as those of Arthur and the round table, Robin Hood and some Norse legends. The children will then write their own legends, based on the structure of George and the Dragon, but with their own Knight and dragon.



Following on from the Autumn term history unit about Anglo Saxons, we will find out about the seafaring invaders that raided Britain in their long boats, eventually settling and dividing the country until the battle of Hastings in 1066. Again, many of the ideas around the Vikings, will be challenged to ensure a clear understanding of the key events and their place on Britain's history timeline.

## States of Matter







In science, we will be looking at the properties of solids, liquids and gases and how materials change between states in real life situations, including how the water cycle works. It is a unit full of big ideas and scientific vocabulary and will provide a simple introduction to the particle theory.





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## Subject Overview

	<p><b>READING:</b> Children will have guided reading sessions each week. They will be encouraged to engage with a wide range of genre from our well-stocked library. All children will be encouraged to reach 100% of their reading target each half term with rewards for children that reach it and those who go beyond it. The class novel will be 'The Firework Maker's Daughter' by Philip Pullman.</p>
	<p><b>WRITING:</b> Pupils will explore and produce extended writing across a range of genre — dragon narrative and Viking report. They will learn how to draft, re-draft and edit effectively.</p>
	<p><b>MATHS: Multiplication and Division</b> – Children recall multiplication and division facts for multiplication tables up to 12 x 12. Children use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Children recognise and use factor pairs and commutativity in mental calculations. Children multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Children recognise and use factor pairs and commutativity in mental calculations. Children estimate and use inverse operations to checks answers to a calculation. <b>Measurement</b> – Children convert between different units of measure (e.g. kilometre to metre). They will also measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Children will continue to become more confident and efficient with written methods as part of our morning Starter Boards and will develop their mental knowledge and reasoning through Turbo Maths sessions.</p>
	<p><b>COMPUTING: We Are Co-authors</b> - Children are to learn about and create their own wiki page using google sites. They will do this on the Vikings (which they have learnt about in history). They are taught about how these pages are an online community which a user may have produced collaboratively, and the responsibility associated with doing this and the need for accuracy. Children are also exposed to creating text boxes, adding images, changing backgrounds and adding additional pages to their wiki.</p>
	<p><b>FRENCH: La Famille</b> - By the end of this unit, children will be able to: *Remember the nouns for family members in French from memory; * Describe their own or a fictitious family in French by name, age and relationship; * Count to 70 in French; * Understand possessive adjectives better in French ('my' form only).</p>
	<p><b>GEOGRAPHY: We Are Food Distribution Managers</b> – Children extend their knowledge of key regions to understand what the main produce is grown or reared there. Children understand that these world regions are based on the climate, whereas the UK regions are based on government. They will also be introduced to what <b>longitude and latitude</b> is, and how this helps us to navigate using a map. Children learn to spot patterns as to whether similar biomes/climate zones fall at the same latitude/longitude and why this is. They will recap what the <b>equator</b> is, and understand how this relates to the hemispheres, and longitude and latitude. Children are introduced to the <b>Tropics of Capricorn and Cancer, and the Arctic and Antarctic Circle</b>, how this relates to the position of the sun and therefore how this affects climate zones in those areas as well. Children learn the main food imported to the UK from each country. They will link this to the environmental region of that country and other topographical features e.g. countries with a large coastline produce more fish. Children will compare the type of food grown in our biome in the UK to the type of food grown in various biomes around the world. They will link the climate to what can be grown there, and why we import and export food. Children look at how food is farmed in different ways in the UK, understanding the difference between arable, livestock, hill and dairy farms. They will understand that food is a <b>natural resource</b>. Children recap what biome the UK is in; what type of climate this has and how that links to the plants and animals grown or reared in the UK. Children learn how this affects what food we can produce to help with understanding that climate zones, biomes and vegetation belts are linked. Children learn why we must import food from other countries. They will be introduced to the concept of <b>importing</b> and <b>exporting</b> and understand that buying and selling food is an important <b>economic activity</b>. They will understand that trading globally is now possible due to increased technology and transport links. Children look at the main food we import from key countries in Europe and South America and the main food that we export to countries around the world. They will understand that the food produced in the UK is traded on a scale from local, to national, to global, and that the buying and selling of food to different countries around the world forms an important global <b>trade link</b>. Children learn how transport in the tourism industry is becoming more sustainable to compare how the transport of our food is becoming more sustainable. They will consider the trade-off between growing and eating local produce, which produces less pollution, with trading internationally and having a wider variety and cheaper foods. They will also consider fair trade in the food</p>



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	<p>industry. Children learn which types of farming is most popular in each region, understanding why certain farming is more appropriate in certain areas (i.e. livestock farming in more hilly areas because this land is not appropriate for arable farming). Pupils will be introduced to a world map, which shows the main type of food imported to the UK from various countries. They will look at both 2D and 3D maps, to given them a stronger sense of place. <b>We Are Business Development Managers</b>– Children recap the key countries they have learnt so far as well as learning where the final key countries are situated. Children learn that a capital city is usually also the centre of commerce for a country and that London is currently the number one centre of commerce of the world. Children will develop an understanding of <b>trade links</b> outside of the food industry. Children understand that trade has existed since the beginning of civilisation, starting at a local level, with only resources found nearby. Since then, globalisation has occurred, and we now trade on a global scale. Pupils will be introduced to the global supply chain, understanding that the products we buy go from raw materials, which are processed and then distributed to different shops for the consumer to buy. Children focus in on the supply chain of mobile phones, understanding that different stages of the supply chain often occur around the world. They will consider the trade-off between buying local and trading globally, considering the impact on the environment. Children will be introduced to the ONS world map. They will pinpoint the key countries learnt on the map and ascertain whether it is a raw or manufactured material (i.e. where it falls on the global supply chain). Children will develop their map skills using Google Maps.</p>
	<p><b>HISTORY: The Vikings</b> – Children revisit Britain as they know it chronologically and the changes that have taken place so far. Children build on prior knowledge with key dates from the stone age, iron age, Romans and Saxons before exploring and ordering key events that led to the Battle of Hastings. Children study the Battle of Hastings to identify how and when the Viking period ended.</p>
	<p><b>MUSIC: Chinese Dragons</b> In this unit, children identify features of Chinese music and Chinese instruments using technology. They learn that traditional Chinese music is written using the pentatonic and recreate this by composing melodies using 5 notes. They revise rhythm patterns and create 16 beat rhythm sequences using the pentatonic. Children identify rhythm patterns in the syllables of word phrases about dragons and write their own using knowledge of rhyme. Children combine their rhyming couplet, rhythm patterns and words to create a short chorus for a song about dragons. Children learn where to find CDEGA on the treble stave and notate their music. Chinese New Year is celebrated, and children choreograph a short dragon dance, developing skills of team work.</p>
	<p><b>PHYSICAL EDUCATION: Gymnastics 4</b> Developing sequences using previous skills.</p> <p><b>Story-telling Dance</b> We start with Dragons and move on to how we can express narrative through movement.</p> <p><b>Netball</b> Learning the basic skills and rules of netball.</p>
	<p><b>RELIGIOUS EDUCATION (RE): How important is it for Jewish people to do what God asks them to do? -</b> Children will learn about how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with him. They will investigate the meaning of the foods eaten as part of the Passover celebrations. They will link back to the previous Judaism unit and the covenant Jews have with God. They will discuss food and celebrations in their own lives to develop their skills of empathy for other people's beliefs and views.</p>
	<p><b>SCIENCE: We are Chemists – States of Matter.</b> Children will cover the following objectives in this unit: * compare and group materials together, according to whether they are solids, liquids or gases; * observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>



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## Year 4 ACRO Skills

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 4. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the **Chesswood ACRO Challenge Silver Award!**

Attitude	Creativity	Relationships	Organisation
<b>Determination</b> 	<b>Enquiring</b> 	<b>Empathy</b> 	<b>Decision Making</b> 
<p>Don't give up – show that when you find things difficult you keep on trying. Try new or different ways to solve the problems you are facing.</p>	<p>What, why, when, how, who? Ask questions to find out more about the information you are learning about. Do research to find out more about the knowledge you are discovering.</p>	<p>Help a charity – show how and why you have responded to a national or local charity event. Why did you chose to help and how did you raise money?</p>	<p>Make up your own mind! Show that you can make decisions for yourself in class, think and check with others before asking the teacher. Take responsibility for your decisions, right or wrong.</p>
<b>Self-knowledge, belief, confidence</b> 	<b>Reasoning</b> 	<b>Presentation</b> 	<b>Vision / Goal setting</b> 
<p>Build a positive mindset to help believe in yourself, grow your confidence and trust your judgement.</p>	<p>Explain how you know the information you do and links to other knowledge you know.  Be able to show others how to do a skill you can do.  Find different points of view in a topical debate and present both sides of the argument.</p>	<p>Be confident presenting your ideas – maintain eye-contact and show your passion in your actions and voice. Presenting your ideas can be talking to your teacher, groups in class or a presentation to the whole class or school!</p>	<p>Set yourself a personal goal and keep a record of the steps you take to achieve it. Aim to improve one area of yourself over at least one term.</p>