


# Lowé's Wong Anglican/ Methodist Junior School

## Topic Overview – Year 4

	Summer 1 Objectives	Vocabulary
<b>Topic</b>	Raiders and Traders	
<b>Values</b>	Honesty	
<b>Enrichment</b> (Visits and visitors)	Perlethorpe – Vikings and Anglo Saxon	
<b>English</b> Quality text	Odd and the Frost Giants	
<b>English</b> Writing genres	Recount from a different perspective (Norse mythology) Poetry - Norse sagas	See English Progression document.
<b>Maths</b>	<u>Decimals A</u> Tenths as fractions Tenths as decimals Tenths on a place value chart Tenths on a number line Divide a 1-digit number by 10 Divide a 2-digit number by 10 Hundredths as fractions Hundredths as decimals Hundredths on a place value chart Divide a 1- or 2- digit number by 100  <u>Decimals B</u> Make a whole with tenths Make a whole with hundredths Partition decimals Flexibly partition decimals Compare decimals	We follow the White Rose Maths Scheme, as well as Fluency Bee in Year 3, and Mastering Number KS2 in Years 4, 5 and 6 to support children's mathematical fluency.  Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes

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	<p>Order decimals                  Round to the nearest whole number                  Halves and quarters as decimals</p>	
<b>Science</b>	(Not taught in this topic)	
<b>History</b>	<p><u>Anglo Saxons and Vikings.</u>  <u>Enquiry questions</u></p> <ul style="list-style-type: none"> <li>• What were the real reasons the Anglo-Saxons invaded?</li> <li>• How can we learn more about the Anglo-Saxons?</li> <li>• What does the mystery of the empty grave tell us about Saxon Britain?</li> <li>• How did Alfred come out on top?</li> <li>• Does Alfred the Great really deserve the title 'great'?</li> <li>• How did the Anglo-Saxon justice work?</li> <li>• What image do we have of the Vikings today?</li> <li>• How do the Vikings travel so long on sea?</li> <li>• What were the Vikings really like and why have they got such a bad reputation?</li> <li>• How did the Vikings try to take over the country and how close did they get?</li> <li>• How have recent excavations changed our view of the Vikings?</li> <li>• What can we learn about Viking settlement from a study of place name ending?</li> <li>• Where did the Vikings settle and how do we know?</li> </ul>	<p>chronological order                  era/period                  B.C.E. (Before common era)                  C.E. (common era)                  B.C. (before Christ)                  A.D. (Anno Domini)                  Anglo-Saxons                  Vikings                  invasion                  settlers                  migration                  Roman withdrawal                  deduce                  infer                  archaeologist                  archaeology                  primary sources                  secondary sources                  trade                  kingdoms                  settlements                  conversion                  Christianity                  reputation                  raids                  resistance                  Danegeld                  Danelaw                  achievements                  change                  continuity                  causes</p>

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<b>Geography</b>	(Not taught in this topic)	
<b>Art and Design (artist)</b>	(Not taught in this topic)	
<b>Design Technology</b>	<p><u>Sewing – money containers</u>            Research: investigate existing designs and features            Practise: different stitches            Design: Design and create paper mock-up of a money container            Make: Using a variety of stitches to make a money container            Evaluate: Evaluate the final product.</p>	applique binka decorate durable embellish felt fold join needle purpose sew stitches – running, blanket, whipstitch, cross stitch thimble thread
<b>Computing</b>	<p>E-Safety – Rights &amp; Responsibilities            We are Co-Authors</p>	collaboration collect data explorer Microsoft Teams notebook
<b>RE</b>	<p><u>Pentecost &amp; Pilgrimage</u></p> <p><b>Main Enquiry Question:</b> When Jesus left, what was the impact of Pentecost?</p> <ul style="list-style-type: none"> <li>• What questions does the Story of Pentecost raise?</li> <li>• How is Pentecost portrayed through art?</li> <li>• What is the role of the holy spirit within Christianity?</li> <li>• How do Christians show their belief in the Holy Spirit?</li> <li>• Why are pilgrimages important to faiths?</li> <li>• Why are biblical text important to Christians?</li> </ul>	acts apostles baptised disciples Holy Spirit Pentecost pilgrimage The Lord's Prayer tongues trinity

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<b>RSHE/PSHE</b>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and Loss</li> <li>• Memories</li> <li>• Getting On and Falling Out</li> <li>• Boyfriends and Girlfriends</li> <li>• Appreciating Others</li> </ul>	<p>acceptance bereavement boyfriend celebration compromise girlfriend jealousy memories negotiate relationships relief</p>
<b>PE</b>	<p><u>Athletics</u> Sprinting Long distance running Baton changes for replay</p> <p>Javelin Throw cricket/rounders ball Seated throw / speed bounce</p> <p>Swimming or catch up on what has been missed from other terms whilst the class has been swimming.</p>	<p>accuracy agility aim base batter bowler distance fielder focus javelin perseverance persistence speed stamina</p>
<b>MFL Spanish</b>	<p><u>Pets</u></p> <p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> <li>• <i>Confidently re-visit pronunciation of j – rr and z</i></li> <li>• Recognise and order the lyrics of a song</li> <li>• Follow a traditional tale, joining in with repeated</li> </ul>	<p>Pets: un gato, un ratón, un perro, un hámster, un conejo, un pez, un pájaro, un conejo de indias, una Tortuga Revision of: Tengo, no tengo, y, también</p>

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	<p>phrases</p> <ul style="list-style-type: none"> <li>• Ask and answer questions relating to family members and pets</li> <li>• Know how to say the 5 vowel sounds in Spanish</li> <li>• Read a phrase aloud with appropriate expression and accurate pronunciation</li> </ul> <p><u>Reading and writing</u></p> <ul style="list-style-type: none"> <li>• Write sentences adapting a model using familiar verbs to introduce members of a block of flats, stating name, age, family members, pets</li> <li>• Understand and compare traditional stories</li> <li>• Become familiar with the layout of a simple bilingual dictionary</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• <i>Re-visit verb tener</i></li> <li>• Use first person of tener to form positive and negative sentences</li> <li>• <i>Re-visit high frequency words</i> and introduce también</li> <li>• Introduce irregular z changes to c from pez to peces</li> <li>• Understand simple rules for converting singular nouns into plurals</li> </ul>	
<b>Music</b>	<p><u>Whole-class instrumental lessons – Indonesia</u></p> <ul style="list-style-type: none"> <li>• To recall and describe key features of known musical genres</li> <li>• To understand the key features of gamelan music</li> <li>• To understand the concept of an octave</li> <li>• To explore how cyclic patterns are used in gamelan music</li> </ul> <p>To explore how different timbres can be combined to create an effect in gamelan music</p>	<p>Genre Gamelan Octave Cyclic patterns timbre</p>

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