

## Reading:

**Class Text: *Dream Master: Nightmare!***

This is a fantastic book with good links to the Viking period and lots of opportunities for creative ideas that we can use in our writing.

In guided reading we will be mainly working on the most essential skills of comprehension: understanding the text (even when it has unfamiliar words in it) and being able to retrieve information from it accurately to answer questions.

## Writing:

We will look at word classes, including different kinds of nouns and how to use pronouns to aid cohesion and avoid repetition. Modifying noun phrases with adjectives will be a big focus, as will familiarising ourselves with verbs and adverbs, as well as beginning sentences with fronted adverbials. We will also be using apostrophes for singular and plural possession and checking that we are all using determiners correctly.

We'll be recapping spelling, sentence structure and handwriting a lot as we go, and we'll write about the transition from Year 3 to Year 4 as well as things that are linked to our topic and class text.

In Year 4, I always try to make writing as interesting as possible, giving the children a good amount of creative freedom in developing their own ideas independently using a variety of stimuli. We also rate peer feedback highly, and frequently read aloud or read each other's pieces to give (positive, respectful and constructive) feedback. Hearing from your peers that they liked your writing - and why they did - is a wonderful experience! The importance of a wide and effective vocabulary is another major focus for us, and we will continually develop this as we encounter more and more interesting words to use.

## RE:

**What can we learn from the synagogue?** A look at Judaism.

**What is the Trinity?** Digging deeper into Christianity.

**Topic link: Were there Christian Vikings?** The ancient faiths of the Anglo-Saxons and the Vikings and the early Christian church.

## History:

**The British Anglo-Saxon and Viking Period: 420-1066AD**

We'll be looking at the dramatic changes that took place during this time as conflicts between the Anglo-Saxons and the Vikings came to a head and the lines between invasion, settlement and trade became blurred, changing our culture forever as, for the first time, the idea of a country called "England" began to take shape.

**Understanding chronology:** We will place events, artefacts and historical figures on a timeline using dates.

**Overview of world history:** We will gain a broad overview of life in Britain during this period and understand its lasting impact on us today.

**Historical inquiry:** We will use multiple sources of evidence to gain an accurate view of history and suggest causes and consequences of major events.

**Communicating historically:** We will learn appropriate vocabulary to discuss the effects of war and peace and communicate information about the past.

## Geography:

**Communicating geographically:** We will describe and explain key aspects of human geography including settlements and land use.

**Investigating patterns:** We will describe geographical similarities and differences between countries.

**Investigating places:** We will explain our own views about locations, giving reasons.

## Science:

**States of Matter**

We will compare and group materials together, according to whether they are solids, liquids or gases.

We will explain what happens to materials when they are heated or cooled.

We will identify the part that evaporation and condensation has in the water cycle.

## Computing:

**Online safety:** Using technology (including search technologies) safely, respectfully and responsibly. Recognising acceptable and unacceptable behaviour online and knowing how to report content or contact.

**Coding:** Design, write and debug programs, solve problems by decomposing them into smaller parts, use logic to explain how simple algorithms work.

## Maths:

In addition to the following, times tables are a prioritised area of focus in Year 4, so we will be doing some practice daily, starting with the easiest ones and progressing as we go. We will do a quick test each week, where the children will amaze themselves with the progress they are capable of!

**Unit 1 - Place Value:** In this unit we will identify, represent and estimate numbers using different representations, count in multiples of 6, 7, 9, 25 and 1,000, recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones), order and compare numbers beyond 1000, round any number to the nearest 10, 100 or 1000, read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value, find 1000 more or less than a given number, count backwards through zero to include negative numbers solve more and practical problems that involve all of the above and with increasingly large positive numbers, and interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

**Unit 2 - Addition and Subtraction:** In this unit we will add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate, estimate and use inverse operations to check answers to a calculation, and solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

**Unit 3 - Measurement (area):** In this unit we will learn to understand and find the area of rectilinear shapes by counting units of measurement.


**Unit 4 - Multiplication and Division:** In this unit we will recall multiplication and division facts for multiplication tables up to 12 x 12, use place value, known and derived facts to multiply and divide mentally, including: multiplying and dividing numbers by 0, 1 and themselves, and multiply together three numbers.


# Year 4 Autumn Term 2023 Battles Before Britain


## PHSE:


**Me and my school:** Class rules, the role of the School Council rep, jobs on the School Council and Class Council. My strengths and weaknesses.


**Me and my safety:** Safety in school, responsibilities for my safety and the safety of others, E-Safety (linked to the Computing unit).


 Art: We will learn how to sketch, paint and collage effectively, using appropriate techniques including hatching and crosshatching as well as watercolour washes in the style of Fitz Hugh Lane to develop our ideas as well as making and using viewfinders.


 D&T: We will make our own Hnefatafl sets with a clay King piece, carve our own runic inscriptions in wood, make a collaged Norse item out of junk, stitch a cloth pouch in traditional style, and make our own useable clay oil lamps.


 French:  
**Portraits - Describing in French:** Pupils will understand that adjectives change depending on whether they are describing a boy or girl, for example: *sérieux* and *sérieuse*, correctly identify a person from a description of their hair and eye colour, place word cards in the correct order, with the adjectives following the noun, give a spoken sentence to describe a friend, and write four sentences accurately with the correct adjectival agreement, helped by a support sheet.

 Music:  
**Charanga:** Music lessons cover several genres as well as providing the children with essential musical skills. This will be delivered by Mrs Bailey.

 PE:  
Developing skills and attributes in football, fitness sessions, gymnastics and benchball. We will also be having regular extra outdoor sessions of various activities and games.

 Experience: We will have Norse teambuilding and crafts: working together to make ships, and learning how to make a Trolle braid. We will also become a Norse horde and populate our class ship with terrifying warriors, ready to "go Viking"!

 Visits/Events: We will enjoy spending a day with a real Viking called Hrothgar, who will teach us all about life back in the 800s!

 Challenge:  
Why do you think someone might have written this? What might they have written it on?

BRIO MM BM COPMR OF TSB  
FTW BM STRMOB OF BOR  
TR CROTKT MM.