

## Year 4 Summer 1

### Anglo-Saxons: How hard was it to invade and settle in Britain?

**Hook (curiosity):** Anglo-Saxon Riddles

**Text (Reading, language, communication):**

Winter of the Wolves: The Anglo-Saxon Age is Dawning

**End product (engagement):**

Pop-up Anglo-Saxon books

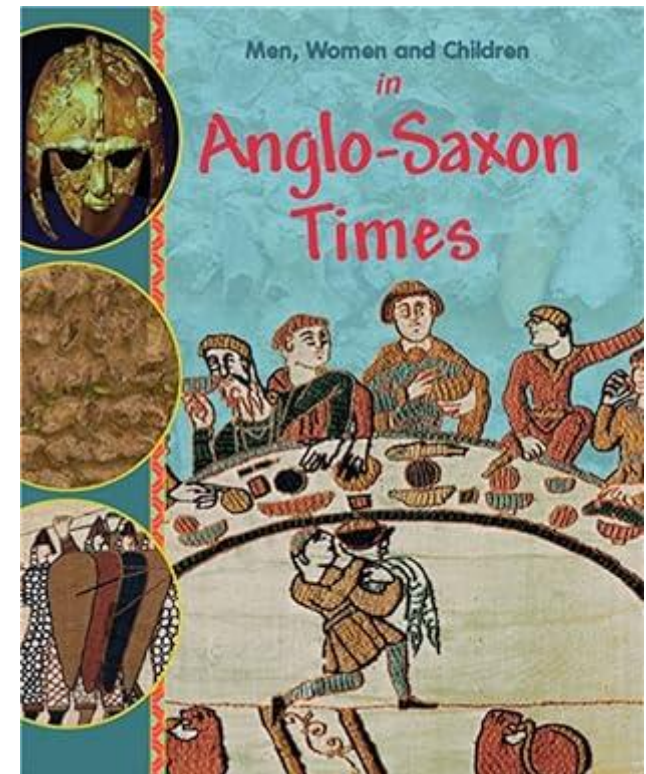
**Vocab (Reading, language, communication):**

Angles, Britons, empire, inference, invasion, paganism, Pope, Saxons, settlers

**Sticky knowledge (Learning that sticks):**

1. The Anglo-Saxons came from Europe in 410 AD.
2. There were lots of reasons why the Anglo-Saxons came to Britain such as farming, new homes and being invited by the Romans.
3. Most Anglo-Saxons lived in houses that had one room but rich Anglo-Saxons lived in palaces.
4. Sutton Hoo is a place where lots of artefacts from the Anglo-Saxons were found.
5. The Anglo-Saxons used to believe in Paganism.
6. Alfred the Great fought back against the Vikings.
7. Anglo-Saxon rule ended in 1066 when the Normans invaded.

# Anglo-Saxons: How hard was it to invade and settle in Britain?



## Religious Education

**How does worship 'Ibadah' show what is important to Muslims?**

### **National Curriculum links:**

- To know there is no God but God (Allah) and that he is without equal
- To know the Qur'an is an act of worship as well as a source of guidance and that it should be read in the original Arabic
- To know that a mosque is a place of worship and learning is led by an imam
- To know that 'salah' is part of 'Ibadah' (worship) and that in salah, Muslims worship and remember Allah
- To know that, when they pray, men and women pray separately (to avoid distraction) and they stand shoulder to shoulder on a level floor to show that they are equal before Allah as part of the Ummah (community)

### **Progression of skills:**

- I can use appropriate subject specific vocabulary to talk
- I can give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives
- I can gather, select and organise ideas about Islam and worship
- I can describe how features of a mosque/ Muslim prayer reveal Muslim beliefs, using appropriate vocabulary
- I can make links between features of a mosque/ prayer and Muslim beliefs
- I can explain how a mosque aids worship for a Muslim
- I can investigate lived experiences of some Muslims through learning about how they worship and what is important to them
- I can suggest how praying or worshipping as a community might benefit Muslims
- I can compare their own ideas (e.g. about prayer) with those of others, including Muslims

## History **Anglo Saxons**

### **National Curriculum links:**

- To explain how the Britons felt when the Romans left Britain
- To suggest reasons for the Anglo-Saxon invasion of Britain
- To name the key features of Anglo-Saxon settlements
- To identify changes and continuities in settlements from prehistoric Britain
- To make inferences about artefacts
- To describe how Anglo-Saxon beliefs changed
- To explain how missionaries spread Christianity
- To explain the threat that the Vikings posed to the Anglo-Saxons
- To identify the qualities needed to be a monarch in 1066

### **Progression of skills objectives:**

- I can sequence events on a timeline
- I understand that history is divided into periods of history
- I can use dates to work out the intervals between periods of time
- I can use BC, AD and century
- I have begun to develop a chronologically secure knowledge of history
- I am able to place the time studied on a timeline
- I notice connections over a period of time
- I can describe the changes between different periods of history
- I can recall some important people and events
- I can ask questions about the main features of everyday life in the period studied

## Design technology **Food technology**

### **National Curriculum links:**

- To know different ways to prepare ingredients safely and hygienically.
- To use equipment and utensils to prepare and combine ingredients to make a product.

### **Designing**

- To generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.

### **Making**

- To plan the main stages of a recipe, listing ingredients, utensils and equipment.
- To select and use appropriate utensils and equipment to prepare and combine ingredients.
- To select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

### **Evaluating**

- To carry out sensory evaluations of a variety of ingredients and products.

### **Progression of skills:**

- I know how to use appropriate equipment and utensils to prepare and combine food.
- I know about a range of fresh and processed ingredients appropriate for my product, and whether they are grown, reared or caught.
- I understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.
- I know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

**Art and Design**

See summer 2

**Computing**

See summer 2

**BSL**  
Money

**Music**  
**Rainforests**

***National Curriculum links from Kapow →***

- To listen with attention to and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- To play and perform in solo and ensemble contexts using voice and instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Develop and understand the history of music
- Use and understand staff and other musical notations

**Progression of skills objectives from Kapow:**

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music
- Recognising, naming and explaining the effect of the interrelated dimensions of music
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music

**PE**  
**Handball and athletics**

**Progression of skills:**

**Handball:**

- To begin to throw and catch while on the move.
- To move towards goal or away from a defender.
- To move towards goal to create shooting opportunities.
- To use defending skills to delay an opponent and gain possession.
- To use a change of direction and speed to lose a defender and move into space.
- To apply skills and knowledge to compete in game situations.

**Athletics:**

- To develop stamina and an understanding of speed and pace in relation to distance.
- To develop power and speed in the sprinting technique.
- To develop technique when jumping for distance.
- To develop power and technique when throwing for distance.
- To develop a pull throw for distance and accuracy.
- To develop officiating and performing skills.

## PSHE

### **Economic well-being (Kapow)**

#### **National Curriculum links:**

- To identify and justify items they consider good value for money
- To understand the importance of tracking spending
- To identify different ways to keep money safe
- To identify a range of influences on job choices
- To identify reasons why people might change careers

#### **Progression of skills:**

- I recognise value for money
- I understand different opinions on spending
- I recognise how to track money spent and saved
- I understand reasons for using a bank
- I can explore how to safeguard money effectively
- I can identify influences on job choices
- I understand careers can change
- I can challenge workplace stereotypes

## Science

### **Animals including humans- digestive system**

#### **Knowledge**

- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To construct and interpret a variety of food chains, identifying producers, predators and prey

#### **Progression of skills**

- I can ask relevant questions and using different types of scientific enquiries to answer them
- I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- I can identify differences, similarities or changes related to simple scientific ideas and processes
- I can use straightforward scientific evidence to answer questions or to support their findings.