

### English

- The grammatical difference between plural and possessive –s.
- Fronted adverbials with commas.
- Expanded noun phrases.
- Use different prefixes and suffixes.
- Understand and write using text structures and features for a purpose.
- Joined, neat and consistent handwriting.

### Mathematics

- Comparing shapes and their properties.
- Finding the perimeter of a variety of shapes.
- Create and answer questions on bar charts and line graphs.
- To look at multiplication and division facts for example multiplying by 0 and 1; multiply 3 numbers; multiply and dividing decimals.

### ICT

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

### PSHE /RE

- To understand how beliefs and values affect the way believers live.
- Discuss how commitment affects their believer's lives.

### French

- Numbers 1- 31.
- How to ask and answer about Birthdays.
- Days of the week.

### History/ Geography

- Learn about Britain's settlement by Anglo-Saxons and Scots.
- Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Use maps, atlas', globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, grid references, symbols and key.
- Describe and understand key aspects of human geography.
- Locate the world's countries using maps concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Name and locate countries and cities of the UK, geographical regions and identifying human and physical characteristics. Understand how these aspects have changed over time.

### Music

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

## Traders and Raiders Year 4

### PE

- Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.

### Art/ DT

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Select from and use wider range of materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.

This planner provides you with information regarding the theme your child will be learning about over the next few weeks. If you have any ideas or skills that could support our topic or have any questions about this term's learning, please speak to your child's classteacher.

### Year 4 ongoing weekly homework expectations:

Daily reading

Spelling

One piece of either maths, English, science or topic work to be completed in a homework book.

### Home learning book:

This will come home every **Monday** with all the homework needed to be completed that week. This needs to be completed and handed in by **Friday** of the same week.

### Cornerstones Project

Our new creative curriculum is called 'Cornerstones'. It is a very practical, engaging and inspirational series of lessons which include elements of science, history, art, design technology, geography and ICT.

### More ways to support at home:

Many parents ask us for more home learning opportunities. Here are some ideas to help support your child's learning. These are not a homework requirement but if you do choose to complete some of the suggestions please do send them in to school. They will be an invaluable resource to support our learning.

- Visit your local library and find out about any Saxon or Viking invasions in your local area.
- Try making some Anglo-Saxons bread or Viking flatbread (search online for recipes).
- Look at King Alfred's pledge: 'I desired to live worthily as long as I lived, and to leave after my life, to the men who should come after me in goof works'. Write your own pledge – how would you like to be remembered in the future?
- Look at images of Anglo-Saxon coins. Can you design your own coin? You could draw a picture or use modelling clay or other materials to make your own coin look like metal.
- Do some research about Viking names and their meanings, and make Viking names for your friends and family. Describe something about the person's appearance or characteristics.
- Research some simple Viking embroidery patterns. Using a needle and coloured threads, embroider a small handkerchief. Maybe you could give it to someone as a present.
- Look at animals in Viking art (search online for Urnes of Jelling style). Can you design and draw your own imaginary beast to make a fantastic pattern?
- Find out more about the futhark or runic alphabet used by the Vikings. Write a short message using runic characters. They wrote on wood, bone and stone. What will you use?
- Listen online to someone speaking old English or Old Norse. Can you recognise any of the words? Can you learn how to express a phrase in one these ancient languages?
- Imagine you are a Viking skald, or poet. Create a poem to praise a friend or family member.
- Dress up in a Saxon or Viking costume. Are you a farmer, warrior, child or tradesperson? Red and gold were favourite colours, but poorer people couldn't afford to dye their cloth.
- Find out about the real treasure (hoards) discovered from this period. Sutton Hoo and the Staffordshire Hoard are good examples. Exact locations are kept secret. Can you think why?



# Curriculum Planner Spring Term 2017 Year 4

## Traders and Raiders