



## English

This half term we will be working on the Talk for Writing story Beowulf to support our writing. The outcome will be a 'defeating a monster' tale with a focus on descriptive writing.

**Defeating a monster story** – focus on description. The children will be taught to use fronted adverbials, to develop characters through dialogue and action and to use expanded noun phrases effectively.

## Spelling

- Prefixes il, im, in and ir
- Suffixes beginning with vowel letters to words of more than one syllable -ing, -er, -en, ed.
- Suffix -tion
- Words with the letter string /ure/

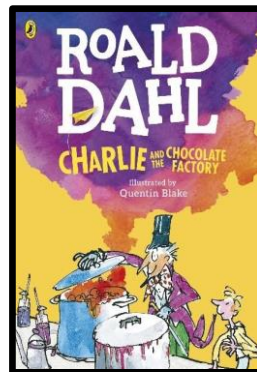
## Grammar

- Speech punctuation.
- Paragraphs.
- Fronted adverbials.
- Possessive apostrophes for singular proper nouns.

## The Anglo Saxons



## Class book: *Charlie and the Chocolate Factory*



## Maths

In maths the children will start their work on:

### Area:

- Understand what area is.
- Count the squares to find the area and compare areas.

### Multiplication and Division:

- Revision of multiples of 3.
- Multiply and divide by 6.
- Multiply and divide by 9.
- Multiply and divide by 7.
- 11 times table and division facts.
- 12 times table and division facts.
- Divide a number by one and itself.
- Multiply 3 numbers.

Year 4 will be undertaking their Multiplication test in June so we will continue to revise and practise all the multiplication facts required for the test, on a daily basis.

## Science

### States of Matter

This half term we will be learning all about states of matter through:

- Comparing and grouping materials together, according to whether they are solids, liquids or gases.
- Observing 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).
- Identifying the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## RE

### What can we learn from a mosque?

Pupils will learn:

- Muslims believe there is no God but Allah and that he is without equal.
- Allah is One (Tawhid)
- The Qur'an is Allah's final revelation to humanity, and was revealed to the Prophet Muhammad (pbuh) in Arabic.
- The mosque is a place of worship and learning and is led by an Imam.
- Salat (prayer) is offered five times a day at set times.
- In prayer, Muslims submit to the will of Allah.
- The key features, artefacts & symbols found in a mosque all have explicit meaning.

## PHSE

### Me and my relationships

We will be spending time this half-term discussing different types of relationships.

- Accept their own feelings and understand how they affect behaviour, how we can manage feelings.
- Explain that feelings change during puberty and that their feelings and actions can impact on others.
- Explain that some parts of their body are private.
- Understand that nobody should make them do something they don't want to do or makes them feel bad.
- Recognise that they have the right to say no.
- Know when they should or should not agree to keep something confidential or secret.
- Recognise strong feelings and when they may have these.
- Describe ways to deal positively with experiences and situations of loss, separation and death.
- Say where and how to get help, share feelings and help themselves.
- Have discussed their feelings about arguments and violence.
- Considered whether it is ever acceptable to use violence to resolve arguments.

<p style="text-align: center;"><b>German</b> <b>Saying What I and Others Have</b></p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Greetings, personal pronouns, question words, nouns for people, adjectives to describe things, colours, nouns for possessions, 'That is not my...' story.</p> <p style="text-align: center;"><b>Phonics</b></p> <p>The sound-symbol correspondences taught this term are: long &amp; short forms of [a] [e] [i] [o] [u]; [ei] &amp; [ie]; [w] [z]; soft &amp; hard [ch].</p> <p style="text-align: center;"><b>Grammar</b></p> <p>Sein (singular), subject-verb inversion with questions, definite and indefinite articles (singular, nominative), possessive adjective (singular), negation (nicht + adverb / definite article / possessive adjectives), capitalisation of nouns.</p>	<p style="text-align: center;"><b>Computing</b> <b>Creating media-audio editing</b></p> <p>In this unit the children will learn:</p> <ul style="list-style-type: none"> <li>• That sound can be digitally created.</li> <li>• Use recording devices to create digital sound.</li> <li>• To explain how digital sounds are stored as a file.</li> <li>• That audio can be changed through editing.</li> <li>• To understand that different types of audio can be combined together and evaluating the choices made.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Yoga</b></p> <p>In this unit pupils will learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body.</p> <p>They will:</p> <ul style="list-style-type: none"> <li>• Explore connecting breath and movement.</li> <li>• Explore new yoga poses and begin to connect them.</li> <li>• Explore gratitude when remembering and repeating a yoga flow.</li> <li>• Develop flexibility and strength in a positive summer flow.</li> <li>• Develop flexibility and wellbeing in an individual yoga flow.</li> <li>• Develop confidence and strength through arm balances.</li> </ul>
<p style="text-align: center;"><b>D&amp;T</b> <b>Mechanical Systems – Making a slingshot car</b></p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Work independently to produce an accurate, functioning car chassis.</li> <li>• Design a shape that is suitable for the project.</li> <li>• Attempt to reduce air resistance through the design of the shape.</li> <li>• Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.</li> <li>• Construct car bodies effectively.</li> <li>• Conduct a trial accurately and draw conclusions and improvements from the results.</li> </ul>	<p style="text-align: center;"><b>Music</b> <b>Playing with rhythm and Rhythmic Structures</b></p> <p>This term the children will be focussing on rhythm, beat and tempo. They will be:</p> <ul style="list-style-type: none"> <li>• Copying rhythmic patterns and performing together.</li> <li>• maintaining an independent part in an ensemble.</li> <li>• Leading a call-and-response chant in small group.</li> <li>• Recognize and using different articulation, dynamics and tempos when playing instruments.</li> <li>• Creating, performing and composing vocal beatbox sounds that imitate the timbre of a drum kit leading to performing their own rap song.</li> </ul>	<p style="text-align: center;"><b>History</b> <b>Anglo-Saxons</b></p> <p>The children will explore the question 'Who were the Anglo-Saxons and how did their invasion of and settlement in Britain change the landscape and culture?'. Each lesson we will focus on the following questions to help us answer the big question:</p> <ul style="list-style-type: none"> <li>• Why did the Anglo-Saxons invade?</li> <li>• Where did the early Anglo-Saxons live and how do we know?</li> <li>• What does the mystery of the empty grave tell us about Saxon Britain?</li> <li>• How did people's lives change when Christianity came to Britain and how can we be sure?</li> <li>• How were the Saxons able to see off the Viking threat?</li> <li>• How did Alfred of Wessex become great?</li> <li>• How effective was Saxon justice?</li> </ul>

