



**SHINE like the star you are. Year 4 Autumn 2**

## English

### Written Texts:

- Defeating a monster tale using the story Beowulf as a model text
- Letter writing

### Grammar and Punctuation:

- Revision of punctuation (full stops, exclamations marks, question marks)
- Expanded noun phrases
- Prepositions
- Speech punctuation

### Spelling:

This half term, we will be focusing on the following in spelling sessions:

- Possessive apostrophes with singular proper nouns.
- The prefixes in -, il -, im-, ir -
- Suffixes beginning with vowel letters to words of more than one syllable -ing -ed -er -en
- Suffix - tion
- Words with the letter string /ure/

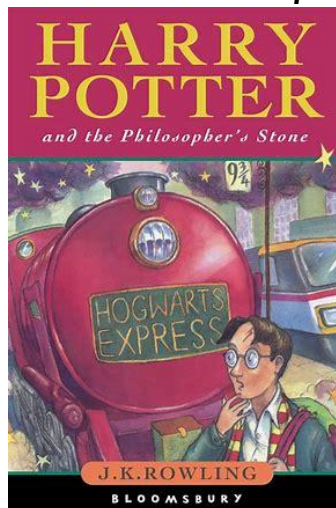
## Topic

### Anglo-Saxons



## Class Book

### Harry Potter and the Philosopher's Stone



## Maths

This term the children will learn the following:

### Multiplication and Division

- Multiples of 3
- Multiple and divide by 6
- 6 times-table and division facts
- Multiply and divide by 9
- 9 times-table and division facts
- The 3,6 and 9 times-tables
- Multiply and divide by 7
- 7 times-table and division facts
- 11 times-table and division facts
- 12 times-table and division facts
- Multiply by 1 and 0
- Divide a number by 1 and itself
- Multiply three numbers

### Measurement

- What is area?
- Count squares
- Make shapes
- Compare areas

### Multiplication knowledge:

- Consolidation of 3x 4x 6x

## 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 do Hindus believe God is like?

We will be exploring Hindu Dharma and building on some encounters they may have had in EYFS and Key Stage One. We will act as philosophers considering how Hindus might see the world and look at the concepts of Brahman to build up understanding. We will use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.  
By the end of this unit, pupils are expected to;

- Identify some Hindu deities and say how they help Hindus describe God.
- To make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- Offer informed suggestions about what Hindu murtis express about God
- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)
- Identify some different ways in which Hindus worship Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their idea

## PHSE

### Families and Relationships

This half term children will learn:

- To understand the courtesy and manners which are expected in different scenarios.
- To begin to understand the physical and emotional boundaries in friendships.
- To understand the impact of bullying and the responsibility of bystanders to help.
- To understand that stereotypes can relate to a number of factors.
- To understand how we can help following a bereavement.

## History

### Anglo-Saxons

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:

- Why did the Anglo-Saxons invade?
- Where did the early Anglo-Saxons live and how do we know?
- What does the mystery of the empty grave tell us about Saxon Britain?
- How did people's lives change when Christianity came to Britain and how can we be sure?
- How were the Saxons able to see off the Viking threat?
- How did Alfred of Wessex become great?
- How effective was Saxon justice?

<p style="text-align: center;"><b>D&amp;T</b> <b>Mechanical Systems</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Describe key design improvements in the history of the automobile.</li> <li>• Measure and compare the distance travelled by different mechanical cars.</li> <li>• Choose and use appropriate tools and materials to make mechanical cars.</li> <li>• Draw exploded diagrams and annotated sketches of my different mechanical cars.</li> <li>• Use a problem statement to identify the design criteria.</li> <li>• Assess the product against the design criteria.</li> <li>• Conduct market research into existing products.</li> <li>• Provide specific feedback and adjust my design to incorporate customer feedback.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Netball</b></p> <p>In this unit pupils will learn to do the following:</p> <ul style="list-style-type: none"> <li>• To develop passing and moving and play within the footwork rule.</li> <li>• To use a variety of passes to move towards a goal.</li> <li>• To develop movement skills to lose a defender.</li> <li>• To defend an opponent and try to win the ball.</li> <li>• To develop the shooting action.</li> <li>• To apply skills and knowledge to play games using netball rules.</li> </ul>	<p style="text-align: center;"><b>Computing</b> <b>The Internet</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To describe how networks physically connect to other networks</li> <li>• To recognise how networked devices make up the internet</li> <li>• To outline how websites can be shared via the World Wide Web (WWW)</li> <li>• To describe how content can be added and accessed on the World Wide Web (WWW)</li> <li>• To recognise how the content of the WWW is created by people</li> <li>• To evaluate the consequences of unreliable content</li> </ul>
<p style="text-align: center;"><b>German</b> <b>Saying What I and Others Have.</b></p> <p><b><u>Phonics:</u></b> The SSC (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><b><u>Vocabulary:</u></b> Greetings, personal pronouns, question words, nouns for people, adjectives to describe things, colours, nouns for possessions, 'That is not my...' story</p> <p><b><u>Grammar:</u></b> Sein (singular), subject-verb inversion with questions, definite and indefinite articles (singular, nominative), possessive adjective (singular), negation (nicht + adverb / definite article / possessive adjective), capitalisation of nouns.</p>	<p style="text-align: center;"><b>PE</b> <b>Swimming</b></p> <ul style="list-style-type: none"> <li>• To develop an understanding of buoyancy and balance in the water.</li> <li>• To develop independent movement and submersion.</li> <li>• To develop gliding and crawl legs.</li> <li>• To develop front crawl breathing.</li> <li>• To develop gliding and backstroke.</li> <li>• To develop rotation, sculling and treading water.</li> <li>• To develop surface dives, submersion and handstands.</li> <li>• To develop head above water breaststroke technique.</li> <li>• To develop water safety skills and an understanding of personal survival.</li> </ul>	<p style="text-align: center;"><b>Music</b> <b>Glockenspiels – South Africa</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Correctly label all staff notation features.</li> <li>• Share their ideas about South African music.</li> <li>• Play both Sheet music: Put on your gumboots! (tuned percussion part 1) and Sheet music: Put on your gumboots! (tuned percussion part 2) patterns accurately and in time.</li> <li>• Play both patterns accurately and in time.</li> <li>• Play the rhythmic pattern and sing the tune accurately and in time.</li> <li>• Create and perform an eight beat rhythm pattern.</li> </ul>