

HOW HAS OUR COUNTRY BEEN SHAPED BY PAST CIVILISATIONS?

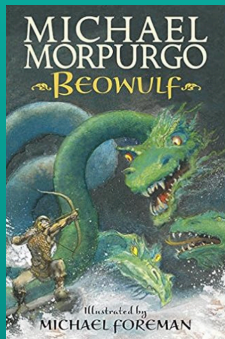
As Writers, we will:

- Improve consistency and accuracy of common punctuation
- Fluently join handwriting
- Use paragraphs to group related ideas
- Use a range of multi-clause sentences, including use of fronted adverbials, and subordinate clauses.
- Regularly use noun modifiers to improve descriptions

Useful website to check meanings, techniques, examples:
<https://www.theschoolrun.com/>

As readers, we will:

- Study the texts, 'Beowulf' adapted by Michael Morpurgo, and 'Viking Boy' by Tony Bradman.
- Make predictions
- Use dictionaries to check unfamiliar words/phrases
- Identify features of different text types
- Perform poetry, varying volume and intonation
- Recognise recurring themes across stories
- Draw simple inferences
- Retrieve and record information from non-fiction texts



As mathematicians, we will look at:

- Place Value: Roman Numerals; Partitioning 4 digit numbers; Rounding to nearest 10, 100, 1000 (10,000; 100,000 Y5); Finding 1000 more or less; Count up in 25s
- Addition/Subtraction: Formal written methods (column) to add numbers up to 3 digits (4 digits Y5); Checking using inverse operations; solving missing number problems
- Multiplication/Division: Recognising commutativity in multiplication; use partitioning to multiply 2 digits by 1 digit; Multiply 2 and 3 digit numbers by 1 digit using formal written methods; recognising factor pairs; recall multiplication/division facts up to 12 x 12
- Fractions: Finding equivalence involving thirds, quarters, halves and tenths; count up and down in fractions, including hundredths; recognise the function off a decimal point; fraction and decimal equivalents; +/- fractions; round decimals

In RE we will:

- Consider what it means to be a Sikh in Britain today
- Contemplate what we can learn from religions about what is

In French, we will:

- Recognise and read numbers to 100
- Write short phrases from memory with accurate spelling, including name, age, greeting, animals, hobbies.

As artists, we will:

- Use coiling, overlapping, tessellation and montage to create artwork inspired by M.C. Escher

As historians, we will:

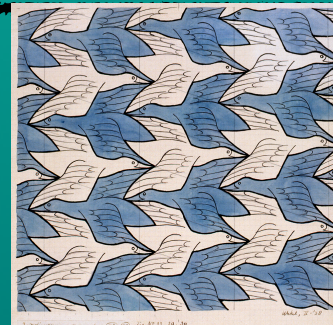
- Use evidence and artefacts to ask and answer questions about the past
- Compare different accounts of historical events
- Suggest causes and consequences of historical events
- Represent changes over time with evidence on timelines

Anglo Saxon Britain

AD 410	The Romans leave Britain.
AD 400-AD 600	The Dark Ages – little is known about these times
AD 550	Britain is broken up into small kingdoms (see below)
AD 660	Anglo-Saxons control most of Britain.
AD 757-AD 796	Offa is the king of Mercia. Mercia is the most powerful kingdom at this time.

Viking Britain

790- 799 AD	First Viking raids on Britain
793 AD	Attack on Lindisfarne (the first planned Viking raid)
871 AD	Alfred the Great becomes king of Wessex
876 AD	Guthrum (new leader of Vikings) attacks Wessex
878 AD	Battle at Chippenham, many of Alfred's men are killed.
878 AD	Alfred's army beat the Danish Vikings. Alfred and Guthrum make a treaty.
924 AD	Aethelstan becomes the King of Mercia
928 AD	Aethelstan retakes York from the Vikings and becomes the first King of England
978 AD	New Viking raids after King Aethelred the Unready is crowned.
1002 AD	Aethelred takes revenge on Vikings, orders all Danish men to be killed.
1042 AD	Edward becomes King, and becomes known as Edward the Confessor.
1066	Battle of Hastings



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As geographers, we will:

- Compare the effectiveness of using maps, atlases, globes and computer mapping to locate countries
- Locate countries and cities within Europe
- Understand why there are similarities and differences between geographical



As scientists, we will:

- Compare and group materials together according to states of matter
- Observe the changes in some materials when heated or cooled
- Compare and group materials based on their properties
- Know some materials will dissolve in liquid and can be reversed
- Understand mixtures can be separated
- Give reasons for uses of everyday materials
- Understand the differences between reversible and irreversible changes

Soluble – able to be dissolved, especially in water

Insoluble – cannot be dissolved, especially in water

Dissolve – when something solid mixes with a liquid and becomes part of the liquid

Solution – is made when one substance dissolves into another

Reversible change – can be reversed back to its original state

Irreversible change – cannot be reversed back to its original state

Transparent – allows light to pass through

Thermal conductor – a material or device which allows heat to carry through

Electrical conductor – a material or device with allows electricity to carry through

Magnetic – capable of being magnetised or attracted by a magnet

COMPARING AND GROUPING - Materials can be compared and grouped together on the basis of their properties including:

- **Hardness** – how hard or soft a material is
- **Solubility** – whether a material can dissolve
- **Transparency** – whether it allows light to pass through
- **Conductivity** (electrical or thermal) – whether it allows heat or electricity to carry through
- **Response to magnets** – whether it is magnetic

PARTICLE ARRANGEMENT

Solid – particles packed closely together



Liquid – particles have some space to move



Gas – particles are free to move



REVERSIBLE AND IRREVERSIBLE CHANGES

REVERSIBLE	IRREVERSIBLE
Dissolving sugar in water	Toasting bread
Freezing water	Cooking a cake
Melting chocolate	A candle melting

Reading

It is important that you read a broad range of text types, and a variety of authors. For example, as well as fiction, find non-fiction texts about our topic, consider subscriptions to 'The Week Junior' (theweekjunior.co.uk), read weekly sports reports about your favourite teams (e.g. at bbc.co.uk/sport), add challenges to screen time by watching on mute but with subtitles on(!)

Regular reading at home is of massive importance, but should be seen as a pleasure, not a chore. Remember the 'rights of the reader', when considering what you're reading (http://cdn-literacytrust-production.s3.amazonaws.com/media/documents/HO4_Rights_of_the_reader.pdf)

Times Tables

Use of TTRockstars is very important. Doing 5 minutes every day (or at least most days) will make the biggest impact as the year progresses. This will prepare Year 4s for the national Multiplication Check at the end of the academic year, and will aid everyone across the maths curriculum

Spellings

Spelling lists will be posted on SeeSaw each half term. Please ensure these are being regularly practised, in preparation for assessments in the final week of each half term during the year.

Useful Websites

1. <https://www.bbc.co.uk/bitesize/topics/zxsbcldm>
2. <https://www.bbc.co.uk/teach/class-clips-video/history-ks2--ks3-vikings/zhsy92p>
3. <https://www.theschoolrun.com/homework-help/anglo-saxons>
4. <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-vikings-animation/zhyrgwx>
5. <https://www.dkfindout.com/uk/history/vikings/>