

Curriculum Year 4 Term 1: Anglo-Saxon Invasions

	Curriculum	Local/ Context
History	Britain's settlement by Anglo-Saxons: Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne	Anglo Saxon Kingdom of East Anglia - invasion Anglo Saxon Beliefs - Spread of Christianity- Lindisfarne Bible Anglo Saxon Art Fieldwork-West Stow Anglo-Saxon Village Understanding Anglo - Saxon building techniques Historical sources - maps, archaeology, stories
Geography	Location Knowledge: Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Geography Skills and Fieldwork: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Location of Anglo Saxon settlements- place names. Using Ordnance survey maps. Counties of East Anglia- topography and rivers. Change in land area since Anglo-Saxon times Ordnance Survey map- begin to use grid references. Fieldwork- sketch maps of potential building sites
Science	Sound: Identify how sounds are made, associating some of them with something vibrating. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it.	Building materials investigations Lyres – investigating sounds Clarinets – whole class music
Design and Technology	Design: 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 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Our Anglo-Saxon building project Weaving

Art	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	Development of sketchbooks and the processes that artists go through in sequence. Clay work-creating artefacts for eating, serving, water retaining, heat resistance properties of clay objects.
Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Woodwind and general musicianship lessons delivered by Norfolk Music Service Assembly music Christmas Concert
PE	Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.	Invasion games
Computing	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	E Safety Effective use of internet. Cross Curricular: Excel Spreadsheet, CAD, Tables, Word documents
Spanish	By engaging with other languages, including, where appropriate, those used in their communities, children should: 1. look at the patterns, structures and origins of languages in order to understand how language works 2. listen to and join in with conversation in other languages and communicate about	Spanish lessons using Early Start Spanish

	simple, everyday matters 3. understand how learning other languages can help them appreciate and understand other cultures as well as their own.	
English	<p>Reading, Comprehension, Spelling, Handwriting</p> <p>Composition, Vocabulary, grammar and punctuation</p> <p>In writing children should: 1. learn to write for a variety of purposes, for a range of audiences and in a range of forms 2. Develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding 3. Explore writing using different media including web pages and multimodal formats in English and in other languages.</p>	<p>English in Context:</p> <p>Narrative – Stone soup, The door</p> <p>Instructions</p> <p>Journalism</p> <p>Persuasive writing</p>
Maths	<p>Breadth of learning: During the year, pupils should be taught the knowledge, skills and understanding through:</p> <ul style="list-style-type: none"> • Practical activity, exploration and discussion • Using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols • Estimating, drawing and measuring in a range of practical contexts • Drawing inferences from data in practical activities • Exploring and using a variety of resources and materials, including ICT <p>Activities that encourage them to make connections between number work and other aspects of their work in mathematics.</p>	<p>Maths in Context:</p> <p>Volume and capacity in buildings</p> <p>Area and perimeter</p> <p>Distance</p> <p>Measuring to different degrees of accuracy</p> <p>Cooking, weighing, scaling, converting between units</p> <p>Anglo-Saxon recipes</p>

<p>British Values and SMSC</p>	<ul style="list-style-type: none"> • Enable students to acquire a broad general knowledge of and respect for public institutions and services in England • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures • An understanding that the freedom to choose and hold other faiths and beliefs is protected in law • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour 	<p>Debate and votes on relevant issues. Class elections</p> <p>Social: Using drama to explore the life and times in the AS period.</p> <p>Moral: The morality concerning leaving the lands to farm elsewhere. Is such an action lawful, appropriate?</p> <p>Spiritual: 'Leaving our lands' for a far country and new way of life. Drama concerning the moment of leaving home shores. The burial rites of different cultures.</p> <p>Cultural: Adaptation and integration of Briton ways of life and the tensions arising from new customs, beliefs, ways of farming, building and defending. The challenges of language and communication-who learnt which language first?</p>
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