History

What was life like as an Anglo Saxon?

Finding out about life was like for an Anglo-Saxon? Where did they come from? Children will then go on to investigate the Picts and Scots.

Design and Technology

Electronic Charm – Give a brief explanation of the digital revolution and/or remember key examples. Suggest a feature from the Micro:bit that is suitable for an eCharm. Write a program that initiates a flashing LED panel, or another pattern, on the Micro:bit when a button is pressed. Identify errors, if testing is unsuccessful, by comparing their code to a correct example. Explain the basic functionality of their finished program. Suggest key features for a pouch, with some consideration for the overall theme and the user. Use a template when cutting and assembling a pouch, with some support. Describe what is meant by 'point of sale display' with an example. Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration. Evaluate their design.

Art

Explore shape and tone –

Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark

Science

Magnets and Forces - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Understanding the different types of forces and how they work and why. Develop an understanding of the everyday forces that effect our world. Experimenting with magnetism in a practical form, and link magnetic forces to previous learning. Explain and predict how forces act and test these hypothesis to prove or disprove a theory.

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Maths

Children will run through the following areas this term: Multiplication, division, statistics, length and height, shape and perimeter, fractions, time, mass and capacity. We will work practically and pictorially, moving to the written form. Children will develop their knowledge of the basics and use these to explain their own learning, while developing confidence through problem solving and self correction.

Computing

Sequence in sound - This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

PE & Outdoor Learning

*An external coach from South Coast Sports, developing physical skills on Tuesday mornings. Year 4 will have a separate session from Year 2/3, however both will be covering Gymnastics and Dodgeball.

*Forest School sessions will be on Friday afternoon with all of year 2, 3 and 4.

Music

Jazz – Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.

Understanding Music – Adapting and transposing motifs.

Literacy and Language

* Information texts about the Anglo-Saxons, Picts and Scots. Non-fiction texts on magnetism and forces.
* Roald Dahl stories and related texts. Links for other fiction books of the same genre.