



Everybody Excelling, Every Day, No Excuses!

<b>Theme Title:</b> <b><u>Invasion</u></b>			<b>Year group: 4</b>
			<b>Term: Spring 2</b>
<b>Hook</b>	<b>Explore</b>	<b>Excite</b>	<b>Celebrate</b>
Visit to Sutton Hoo	Anglo Saxon boats - DT	The story of Beowulf	Anglo Saxon class museum

**Core subjects: Theme Content/ Foundation: Links to National Curriculum**

**By the end of this unit the children will be able to...**

Science

**States of matter**

- compare and group materials together, according to whether they are solids, liquids or gases
- observe 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)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

I can group materials by state (solid, liquid, gas).

I can describe what happens to water as it is heated and cooled.

I can measure temperature in degrees Celsius.

I can tell you about the water cycle.

**Foundation: Theme Content / Foundation: Links to National Curriculum**

PSHE

**Aspirations**

Identified Strengths

To understand that everyone has different strengths and weaknesses

To know how to set realistic targets

To self-assess, understanding how this will help their future actions

Setting Goals

To understand how to break down the steps needed to achieve a goal

	<p>To identify and talk about their own and others' strengths and weaknesses and how to improve          To reflect on the range of skills needed in different jobs</p>
<p>Humanities          Spring 1 and 2</p>	<p><b><u>Why have people come to Britain? Britain's settlement by Anglo Saxons and Scots</u></b>  <b><u>Human geography, settlement, land use, economic activity, natural resources, UK countries</u></b></p> <p><b>What types of people have come to Britain?</b>  <b>What were the differences following the Roman withdrawal?</b>  <b>How did life change after the Scot/Anglo-Saxon invasion?</b>  <b>Why did the Scots/AngloSaxons invade?</b>  <b>When did these people invade invade?</b>  <b>Which event is older? How do we know?</b>  <b>What were the effects of these invasions?</b>  <b>How do we know that places were invaded?</b>  <b>What do songs/paintings/stories tell us about these invasions?</b>  <b>Why have such different stories been told about these invasions?</b>  <b>What was it like for people in an anglo-saxon village?</b>  <b>How do you think it felt when people invaded?</b>  <b>Why was the invasion so important to the people?</b>  <b>What types of places were invaded?</b>  <b>What was the UK like when it was invaded?</b>  <b>Why did the Scots/Anglo-Saxons choose to settle in certain places?</b></p> <p>I can name and locate countries and cities of the UK and their identifying human and physical aspects          I can identify key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time          I can describe land use          I can apply my knowledge of chronology in a secure way          I can make a time line of events or developments          I can describe how things have changed over time          I can use the correct historical vocabulary in my writing and discussions about the past          I can use words to describe how time passes and how events are recorded          I can describe similarities and differences between time periods, by comparing and contrasting          I can describe the ways of life of ordinary people who lived in this country or other parts of the world in the past.          I can describe the beliefs and ideas people held.          I can describe connections between developments in different time periods          I can describe why an event, people or individual are significant          I can talk about the causes and effects of events in the past          I can explain when an important event or development happened, why it happened and what happened next</p>

	<p>I can ask and answer more complex questions about the past</p> <p>I can select appropriate information from different sources to find out about the past, such as</p> <ul style="list-style-type: none"> <li>*novels and play scripts</li> <li>*information books</li> <li>*pictures or photographs</li> <li>*documents and diaries</li> <li>*DVDs or videos</li> <li>*the internet</li> <li>*artefacts</li> <li>*museum displays</li> <li>*old buildings and heritage sites</li> </ul> <p>I can organise my understanding of history in different ways to make sure it makes sense such as</p> <ul style="list-style-type: none"> <li>*writing</li> <li>*drawing</li> <li>*painting and collage</li> <li>*drama</li> <li>*making models</li> <li>* making a museum display</li> <li>*performing a play</li> <li>*giving a spoken representation</li> <li>*making a presentation using the computer or a short film</li> </ul> <p>I can write as if I were living in the past, perhaps in the style of an autobiography or diary.</p>
RE	<p><b>Why is the Qur'an special to Muslims?</b></p> <p>I can make connections between the way the Qur'an is treated with reverence, studied and committed to memory, and the belief that it is precious because it contains the message of Allah</p> <p>I can make connections between an awareness that there are Muslims of many nationalities, races and cultures within Britain and around the world and their unity in the ummah</p> <p>I can make connections between two attributes of Allah, Ar-Rahman, (The Compassionate) and Ar-Rahim (The Merciful), and the qualities Muslims try to develop in their own lives</p> <p>I can use and interpret a range of sources including the Qur'an, stories from the Muslim tradition, art, pattern and calligraphy; the media and ICT/ the internet, to gain knowledge and understanding of Muslim beliefs, teachings and practices</p>
Arts– Drop Down	<b>International Evening</b> Performance Focus
PE	<p>Athletics</p> <p>I can explore different body position in flight</p> <p>I can explore different combination of jumps</p>

	<p>I can pass and receive a baton when running as a team  I can jump over hurdles with control and balance  I can describe what happens to my body when I am taking part in Athletics  I can apply a variety of techniques in a running, jumping and throwing competition</p> <p>Dance  I can use different compositional ideas to create motifs incorporating unison, canon, action and reaction.  I can suggest how dances and performances can be improved, so that they communicate more effectively  I can show understanding of warming up and cooling down, and choose appropriate activities to do on my own.  I can communicate what I want through my dances and perform with fluency and control, showing sensitivity to the accompaniment and to others</p>
Computing	<p><b>In this unit children will make a maze game using Scratch software. They will familiarise themselves with the Scratch environment and interface. They will learn how to create Sprites and Backgrounds and learn how to do some basic programming tasks. Please refer to the online resources here:  <a href="http://code-it.co.uk/scratch/crabmaze">http://code-it.co.uk/scratch/crabmaze</a>  Resources: Scratch Software – planning and resources can be found in link above.</b></p> <p><b>Programming</b>  What computer games do you like playing at home? What do you like about them? What makes them exciting?  What are the Sprites in Scratch  What is an algorithm?  What instructions will your characters need to move across the screen?  Did your character/s go where you wanted?  How could you change your instructions to make your character go somewhere different?  Did your programme do what you expected? How could you check the instructions?  Can you work with your partner to check the instructions (the algorithm) for mistakes (debugging)?</p>
MFL	<p>I can converse about playing sports and a healthy lifestyle.  I can talk about foods I like and dislike.  I can recite some traditional Spanish tongue twisters.</p>