

## English

*Link: Looking at legacy of people and actions.*

Cloud Tea Monkeys (3 weeks), The Toughest Cowboy (2 weeks), poetry (WW).

## History Knowledge and Interpretation:

*Link: Follows on from previous learning about the Romans and Celts, looking at the Anglo-Saxons and how their legacy can be learned from sources and artefacts.*

### Historical Enquiry:

- I can place periods of history on a timeline showing periods of time.

- I can use my mathematical skills to round up time differences into centuries and decades.

### Knowledge and Interpretation:

- I know that people who lived in the past cooked and travelled differently and used different weapons from ours.

### Chronological Understanding:

- I can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.

- I can independently, or as part of a group, present an aspect I have researched about a given period of history using multi-media skills when doing so.

## Geography- Rural vs Urban

*Link: Looking at the United Kingdom in depth to understand more about the legacy of the Anglo-Saxon settlers.*

### Human

- I can explain why people are attracted to live in cities.

- I can explain why people may choose to live in a village rather than a city.

### Physical

- I can describe the main features of a village.

- I can use appropriate symbols to represent different physical features on a map.

### Geographical Enquiry:

- I can label the same features on an aerial photograph as on a map.

- I can plan a journey to a place in England.

## Science - Sound

*Link: Alexander Graham Bell inventor of the telephone and his legacy.*

- I can describe a range of sounds and explain how they are made.

- I can associate some sounds with something vibrating.

- I can compare sources of sound and explain how the sounds differ.

- I can explain how to change a sound (louder/softer).

- I can recognise how vibrations from sound travel through a medium to a ear.

- I can find patterns between the pitch of a sound and features of the object that produce it.

- I can find patterns between the volume of the sound and the strength of the vibrations that produce it.

- I can recognise that sounds get fainter as the distance from the sound source increases.

- I can explain how you could change the pitch of a sound.

- I can investigate how different materials can affect the pitch and volume of sounds.

# How do you leave a legacy? Year 4 Spring 2

## Computing- Data retrieving and organising

*Link: Publishing data and images and a digital legacy, look at e-safety.*

- I can capture images using webcams, screen capture, scanning, visualiser and internet.

- I can choose images and download into a file.

- I can download images from the camera into files on the computer.

- I can copy graphics from a range of sources and paste into a desktop publishing program.

## Music- Performing

*Link: Famous music from the local area and local musicians.*

- I can perform a simple part rhythmically.

- I can sing songs from memory with accurate pitch.

- I can improvise using repeated patterns.

## DT - Textiles.

*Link: Making an Anglo-Saxon mask based upon the findings at Sutton Hoo.*

- I can think what the user would want when choosing textiles.

- I have thought about how to make my product strong.

- I can devise a template.

- I can explain how to join things in a different way.

## Mathematics

### Fractions including decimals

- Add and subtract fractions with the same denominator

- Round decimals with one decimal place to the nearest whole number

- Compare numbers with the same number of decimal places up to two decimal places

- Solve simple measure and money problems involving fractions and decimals to two decimal places.

### Multiplication and division

- Recall multiplication and division facts for multiplication tables up to 12 x 12

- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

- Solve problems including multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

### Measurement

- Estimate, compare and calculate different measures, including money in pounds and pence

- Read, write and convert time between analogue and digital 12- and 24-hour clocks.

- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

### Geometry

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

*PSHE/SMSC: Wellbeing and self-respect*  
*Link: Personal legacies and how every day actions lead to our legacy.*  
-I understand there is a moral and ethical side to cost.  
-I understand when something is fair or unfair.  
-I can take part in a debate.  
-I can talk about the different forms of media.  
-I can explain bias.

*P.E- Athletics*  
*Y4 Expected:*  
-I can run over a long distance.  
-I can spring over a short distance.  
-I can throw in different ways.  
-I can hit a target.  
-I can jump in different ways.

*MFL - Unit 5 Mon anniversaire*  
*Year 4 emerging:*  
-I can copy a short familiar phrase.  
-I can write or word-process set phrases we use in class.  
*Year 4 expected:*  
-I can write 2-3 sentences on a familiar topic.  
-I can say what I like and dislike about a familiar topic.

*R.F- Special People*  
*Link: The legacy of Jesus and Christianity, with a particular focus on special events.*  
  
Why is Lent such an important period for Christians?

**How do you leave a legacy?  
Year 4 Spring 2**

*Guided Reading-Explore Anglo-Saxons, Poetry.*  
*Link: Links to History work about Anglo-Saxons and how we can learn about their legacy through a number of different sources.*

*Art-Textiles*  
*Link: Designing and making a Celtic mosaic.*  
*Year 4 expected:*  
-I can use ceramic mosaic.  
-I can combine visual and tactile qualities.