

**English**  
 Autumn 1: Learning Journey 1 : Text: Journey to Jo'Burg by Beverley Naidoo  
 Outcome: Journey Narrative  
 Guided Reading Texts: As above

Autumn 1: Learning Journey 2 : Beowulf  
 Outcome: Eye witness recount.  
 Guided Reading Texts: As above

Autumn 2: Learning Journey 1: Text: The Lion the Witch and the Wardrobe by C.S. Lewis  
 Outcome: Letter  
 Guided Reading Texts As above

Autumn 2: Learning Journey 1: Text: The Lion the Witch and the Wardrobe by C.S. Lewis  
 Outcome: Diary entry  
 Guided Reading Texts As above

Learning Journey 2: Text: The Lion the Witch and the Wardrobe by C.S. Lewis  
 Outcome: Portal Narrative  
 Guided Reading Texts As above

**PE**  
**Autumn 1: Gymnastics / Athletics**

**Autumn 2: Country dance/ Athletics/ invasion games**

**PSHE (Jigsaw)**

Being me in my world  
 Celebrating difference

**Art – Themed drawing linked to texts/characters – illustrator links Arthur Rackham and Anthony Browne**  
**Drawing** – identify and draw the effect of light, scale and proportion, accurate drawings of whole people including proportion and placement  
**Colour** – tint, tone and shade, observe colours, colour to reflect mood.

**RE – Good and Evil / Incarnation**  
**Autumn 1: Concept: Good and Evil** Context: Divali (KS2 Pack)  
**Communicate:** Describe their own responses to the concepts of good and evil  
**Autumn 2: Concept Incarnation** Context: What is the Trinity (digging deeper)  
**Evaluate and apply**  
 Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own

**Maths**

**Autumn 1**  
 Review of column addition and subtraction  
 Numbers to 1000

**Autumn 2**  
 Perimeter  
 3,6,9 times tables

**Year 4: Autumn Term – Anglo Saxon Settlements**

**Should you judge a book by its cover?**

**Visit: Romsey Abbey – Trench History – Exploring the Anglo Saxons**

**DT – Anglo Saxon bread** (Without an oven, how would the Anglo saxons have made bread? Compare Anglo Saxon bread to modern bread)  
**Generate:** Investigate and analyse a range of existing products.  
 - As a class, 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.  
**Design:** Develop, model and communicate their ideas through discussion, annotated sketches and recipes.  
**Make:** Reflect on my designs and develop them. Identify what is working well and what can be improved.  
 - I improve the product after testing.  
 - Use a selection of ingredients to meet an identified need.  
 - Reflect on my designs and develop them. Identify what is working well and what can be improved  
**Evaluate:** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  
**Technical Knowledge:** Work in a safe and hygienic way.  
 - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

**History – Anglo Saxon Settlements**  
**Saxon and Scots Settlement Anglo-Saxons: the ruin of Britain?**

- I know about Britain's settlement by Anglo-Saxons and Scots

Whilst studying history discuss these key questions:

- Why did the Anglo Saxons choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?
- Look at pictures and labelled diagrams of different historical settlements over time.
- Produce own pictures and labelled diagrams.
- Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?
- Study maps of Anglo Saxon and Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change.
- Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed.
- Identify main economies in the immediate area. Compare with trade in the past. Why has this changed.

**ICT – Autumn 1: Information Technology – Research Task for the Anglo Saxons** – refining search criteria. Select, use and combine internet services  
**Autumn 2: Computer Science – Using Scratch to draw repeating shapes.** Design programs that accomplish specific goals – Design and create programs –Debug programs that accomplish specific goals  
 Use repetition in programs –Control or simulate physical systems Use logical reasoning to detect and correct errors in programs Understand how computer networks can provide multiple services, such as the World Wide Web Appreciate how search results are selected.

**Science –**

**Autumn 1: Mixtures and separating them (8 sessions)**  
 Discovering:

| Separating technique   | Difference in property required                                         |
|------------------------|-------------------------------------------------------------------------|
| Filtration and sieving | A solid that does not dissolve in a liquid. Different sized solid bits  |
| Magnets                | Some materials magnetic others not                                      |
| Evaporation            | A solid dissolved in water and the solid has a high boiling temperature |
| Floating               | Some materials float and other sink                                     |

**Autumn 2: Digestion: how the body gets nutrients into the blood (7 sessions)**  
 Discovering:

**Geography – (Settlements)**

- What were their settlements like?
- How did they use the land and how has land use changed today?
- How did they trade? / How is that different today?
- Look at pictures and labelled diagrams of different historical settlements over time.
- Produce own pictures and labelled diagrams.
- Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?
- Study maps of Anglo Saxon and Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change.
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**Music – Anglo Saxon music and Christmas Carol Concert**  
**Listen with attention to detail** and recall sounds with increasing aural memory  
**Sing** the harvest, Anglo Saxon and Christmas songs as part of an ensemble, being aware of pitch and dynamics, singing with increasing accuracy, fluency, control and expression. Preparing music with an understanding of performance.  
 Understand the difference between unison and singing in harmony.  
 Use the correct musical terms when talking about dynamics and articulation  
**Listen** with attention to detail and recall more complicated rhythmic patterns.  
**Developing an understanding** of the history of music's development through listening looking at Anglo Saxon Instruments and listening to Anglo Saxon Harp Music  
**Improvise and Compose** march music using inter-related elements of music  
**Appreciate high quality music** – Sibelius Finlandia – BBC 10 Pieces  
**Understand musical notation** when looking at a musical score  
**Improvise** a 4 beat clapping pattern in a whole class 4 beat call and response.