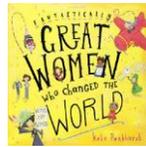
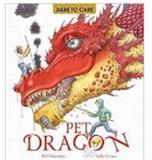


Buzzards: Years 3 and 4. Class Teacher Miss Skelley, TA support Mrs Kent-Smith. Trainee Teacher Miss Tillman, Mrs Buckley teaching Music, Mrs Palmer RE.

# ANGLO-SAXONS



**English:** The term will start with work on Biographies. Children will read examples of Biographies about women who have made significant contributions in History. They will then write a biography of a significant person from the Anglo-Saxon period. Pupils will also write an information/instruction page or leaflet about caring for a real or imagined animal. Finally, they will write a fiction chapter based on a series of events; linking to the text 'I don't believe it Archie!'

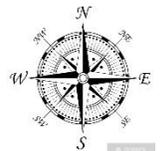


**Maths. Number: Multiplication and Division.** **Y3** Comparing statements. Use and recognise related calculations. **Y4** Calculate factor pairs. Multiply and divide by 10, 100, 1 and 0. **Measurement: Length, perimeter and area.** **Y3** Calculate, recognise and use equivalent lengths (m & cm, mm & cm). Compare lengths. Measure and calculate perimeter. Measure, add and subtract lengths. **Y4** Calculate, recognise and use equivalent lengths (km). Calculate and measure perimeters on a grid, of a rectangle, of rectilinear shapes. Find area by counting squares, compare areas, make shapes. **Number: Fractions** **Y3** Recognise and calculate unit and non-unit fractions. Order fractions on a number line. Add fractions to make a whole. Recognise, calculate and represent equivalent fractions. Calculate fractions of an amount. Add and subtract fractions. Compare and order fractions. **Y4** Recognise, calculate and represent equivalent fractions, including greater than one. Count in fractions. Calculate fractions of quantity. Solve problems involving fractions of quantity. Add 2 or more fractions. Subtract 2 fractions. Subtract from whole amounts. **Measurement capacity** **Y3:** Recognise and count in tenths, inc. tenths as decimals. Measure, compare, add and subtract mass. **Measure, compare, add and subtract capacity.** **Y4** Number Decimals. Recognise tenths and hundredths. Recognise tenths and hundredths as decimals. Place tenths and hundredths on a place value grid. Place tenths on a number line. Divide 1-dig by, divide 2-dig by 10. Divide 1 or 2-dig by 100.

**History:** Pupils will learn about Anglo-Saxons and their impact upon Britain today. They will make links to work on 'Romans In Britain' completed in the Autumn term. They'll find out about Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Make inferences from primary and secondary historical sources (DT link jewellery).



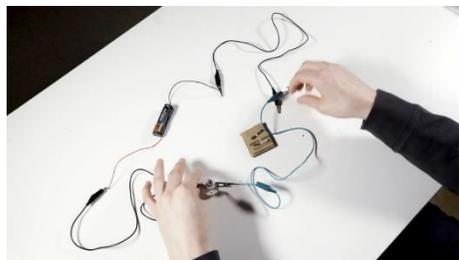
**Geography: Anglo-Saxon Britain (Glastonbury focus)** Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Glastonbury/South West England). Name and locate counties and cities 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.



**Computing:** Designing and using databases to answer questions. Writing, testing, debugging and modifying procedures. Research and Communication. Understanding computer networks and their opportunities for communication and collaboration. Sending messages online. Exploring and using virtual maps. Knowing about sensible profile settings, including passwords.

**Science:** The children will learn about Electricity in the first part of term and will develop their investigation skills; thinking about fair testing. Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.

**Physical Education:** Taught by Miss Skelley and Achieve4All. **Dance** Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Ultimate Frisbee** Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.



**Design Technology: Jewellery. Final task: Design and make a piece of Anglo-Saxon inspired jewellery. Electrical Systems. Final product: Create an interactive story book page about a dragon with an electrical component (e.g. light-up flame, buzzer roar, moving legs) for a young child.**

**Art:** Textiles, pattern and design. 1960's fashion Pattern and line project. Final piece: A joint item of clothing where each child has designed and made a section e.g. crochet waistcoats or a shift dress or mini-skirt. Pupils taught to develop techniques, including their control and their use of materials (in this case fabric), with creativity, experimentation and an increasing awareness of different kinds of craft and design techniques. They'll learn about great artists and designers from history e.g. Mary Quant, Yves Saint Laurent, Pierre Cardin.



**Music:** Taught by Mrs Buckley. Mini-jembe drumming. Reading music notation. Composing in groups. Performing skills.

**Religious Education** Taught by Mrs Palmer. **Christianity.** L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]

**French:** Children are taught to speak, listen with understanding, read and write in French through games, songs, stories, film, The date and birthday, Sports and hobbies, Easter, The Very Hungry Caterpillar story, Play an instrument.

**PSCHE Strengths and Challenges** Pupils learn about celebrating achievements and setting personal goals. Pupils learn about dealing with put-downs. Pupils learn about positive ways to deal with set-backs. **Saving, spending, budgeting.** Pupils learn about what influences people's choices about spending and saving money. Pupils learn how people can keep track of their money. Pupils learn about the world of work.