



English

Monster Slayer by Brian Patten.

If possible, please provide a copy of this text to support your child's learning in school.

- To study the poem Day Dreamer by Rachel Rooney.
- Securing knowledge of grammar, punctuation and vocabulary from Year 3 through the text Monster Slayer by Brian Patten (possessive apostrophes, conjunctions, paragraphs, nouns/pronouns)
- To know the spelling skills – au, augh, prefixes – in, im, il, homophones and near homophones, sion.
- To know how to read with fluency, expression, develop understanding of vocabulary and be able to discuss text with confidence.

Maths

Place Value

To know numbers to 10,000, Roman numerals, Rounding to the nearest 10, 100 and 1000.

Addition and Subtraction

To know how to add and subtract 4 digit numbers.

Physical Education

Gymnastics

To know how to work in a controlled way.
To know how to include change of speed, direction and include a range of shapes.

Football

To know how to vary tactics and adapt skills depending on what is happening in a game.
To know how to keep position of the ball.

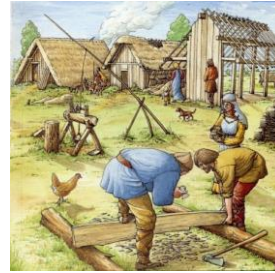
Music

Charanga – Musical Structures

To know how to sing, listen, play, improvise and compose a selection of these notes: C, D, E, F, A, Bb.

Poppy Class – Autumn Term 1

What changes did the Anglo-Saxons bring to British society?



Computing

Coding

- To know how to turn a real-life situation to solve into an algorithm, using a design that shows how I can accomplish this in code.
- To know how to use repetition in my code. For example, using a loop that continues until a condition is met such as the correct answer being entered.
- To know how to use timers within my program designs more accurately to create repetition effects. For example, I can create a counting machine.
- To know how to use variables within my program and know how to change the value of variables.
- To know how to identify errors in my code by using different methods, such as stepping through lines of code and fixing them.

History

- To know how to place events from the period studied on time line.
- To know terms related to the period and begin to date event.
- To know more complex terms E.g. BC/AD.
- To look at the evidence available to identify changes Anglo-Saxons brought to British Society.
- To know how to evaluate the usefulness of different sources.
- To know how to use text books and historical knowledge.
- To know how to identify key features and events of time studied in relation to changes in British Society.
- To know how to offer a reasonable explanation for some events.
- To know how to use evidence to build up a picture of a past event.
- To know how to choose relevant sources to present a picture of one aspect of life in time past.
- To know how to ask a variety of questions.
- To know how to use the library and internet for research.

Design and Technology

- To know how to research, plan, design, create and evaluate examples of different Anglo-Saxon homes.
- To know how to follow a design brief to design their own home using specific materials such as cardboard, clay, straw and sticks.

French

- To know how to listen carefully and pronounce unfamiliar words with increasing accuracy.
- To know how to listen carefully, repeating and responding to key words and phrases.
- To know how to use familiar sounds and spellings to help me recognise and learn new language.
- To know how to apply my knowledge to help me predict, say and spell new language.
- To know how to select and present information to other people.
- To know how to use a bilingual dictionary to develop my vocabulary around a given topic.

Personal, Social and Health Education

Being in my world

- To know that they are important.
- To know what a personal goal is.
- To know what a challenge is.
- To know why rules are needed and how these relate to choices and consequences.
- To know that actions can affect others' feelings.
- To know that others may hold different views.
- To know that the school has a shared set of values.

Religious Education

Jigsaw RE – Does visiting the Ganges make a person a better Sanatani (Hindu)?

- To know the importance of the River Ganges to Sanatanis and why they would make the pilgrimage there.
- To know what actions are taken at Varanasi because of the belief that Brahma is in everything including the waters of the river.

Enquiry Question: What changes did the Anglo-Saxons bring to British society?

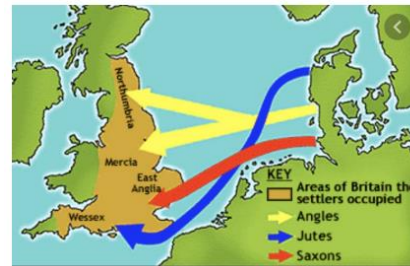
Subject Specific Vocabulary

Angles	Tribes from modern day Denmark.
Christianity	A religion based on the teachings of Jesus
Romans	The Romans invaded and settled in Britain for over 400 years, starting with their first successful raid in 54 BC.
Saxons	German – Dutch tribes who settled in Britain from around 450 AD.
Settlement	A place where people decide to live.
Settle	To live and take up residence.
Invade	An armed force enters a country or region in order to occupy it.
Pagan	A person holding religious beliefs other than those of the main world religions. Someone who believes in many Gods.
Jutes	People from the Jutland peninsula (Germany and Southern Denmark) who invaded Britain around AD 410
Warrior	A brave or experienced soldier or fighter.
Runes	The letters used in the Runic alphabet. This is how the Anglo Saxons wrote
Danegeld	Money, or goods, paid by the Anglo-Saxons to the Vikings to stop them invading more places

Key Knowledge

The Anglo-Saxons were a group of farmer-warriors who lived in Britain over a thousand years ago. The Anglo-Saxon period lasted for 600 years from 410 to 1066. Anglo-Saxon kings ruled for 300 years of this time. They were made up of three tribes who came over from Europe, they were called the Angle, Saxon, and Jute tribes. The two largest were the Angle and Saxon, which is how we've come to know them as the Anglo-Saxons today. The Anglo-Saxons were fierce people, who fought many battles during their rule of Britain – often fighting each other! Each tribe was ruled by its own strong warrior who settled their people in different parts of the country. The Anglo-Saxons didn't like the stone houses and streets left by the Romans, so they built their own villages. They looked for land which had lots of natural resources like food, water and wood to build and heat their homes, and Britain's forests had everything they needed. They surrounded each village with a high fence to protect cattle from wild animals like foxes and wolves, and to keep out their enemies, too!

Images and Diagrams



Seven Kingdoms of Anglo-Saxon Britain



Timeline

410. The Roman army withdraws from Britain	516. Battle of Mount Badon. The Britons fight back against the invaders, possibly led by King Arthur.	731. Bede finishes his 'Ecclesiastical History of the English People'	866. The Vikings capture York and make it their kingdom	886. King Alfred defeats the Vikings but allows them to settle in north & eastern Britain - the Danelaw.	1066. Harold of Wessex becomes King, but later that year Normans attack and win the Battle of Hastings.
450. Angles, Jutes and Saxons are settling in Britain and creating their own Kingdoms.	597. St Augustine brings Christianity to England from Rome	793. Vikings from Denmark attack Lindisfarne	871 Alfred (the Great) becomes King of Wessex	927. King Alfred's grandson Aethelstan wins the Battle of Brunanbuh and becomes the first King of all England.	1016. King Cnut of Denmark captures the English crown