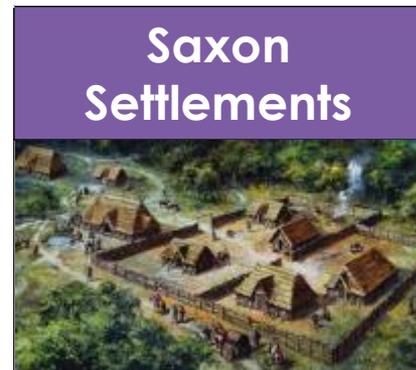


# How did the Saxons change England?

## Subject Specific Vocabulary

<b>archaeologists</b>	People who discover our history by looking at artefacts that have been found.
<b>Anglo-Saxon kingdoms</b>	The Anglo-Saxons formed many regions each with one ruler, known as kingdoms.
<b>shires</b>	Saxon lands were divided into shires, which helped to make up the counties we have today
<b>Shire reeve</b>	The peace officer of a shire, later known as 'sheriff'.
<b>Thane</b>	An important Anglo-Saxon person.
<b>legacy</b>	Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today.
<b>Wessex</b>	Known today as Dorset, Hampshire, Somerset and Wiltshire.
<b>Witan or witenagemot</b>	A council that helped the Saxon king rule.
<b>wergild</b>	A fine imposed for stealing or killing.
<b>churl</b>	A lower-class Anglo-Saxon but better than a slave.
<b>Mercia</b>	Known today as East Anglia, Essex, Kent and Sussex.



## Saxon Settlements

## Sticky Knowledge about the Anglo-Saxons

- The Anglo-Saxons were made up of three tribes: the Angles; Saxons and Jutes.
- The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'.
- They came to Britain from across the North Sea in the middle of the 5<sup>th</sup> Century.
- For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land.
- The Anglo-Saxons were fierce people who fought many battles, including fighting each other.
- The Anglo-Saxon period ended when the Normans conquered Britain in 1066.

## Key Skills

- **Compare and contrast** a range of sources, including artefacts, for answering historical enquiries
- **Sequence** a number of events on a timeline and **summarise** the changes over a period of time
- **Reason and speculate** on the importance of causes and events for some of the key events and developments within topics
- **Explain** why some aspects of historical, themes or periods are significant

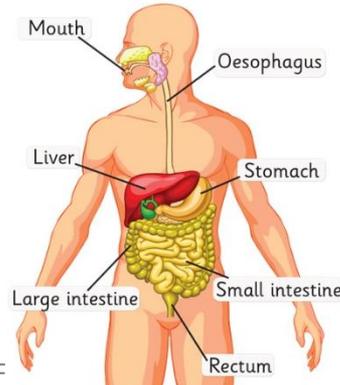
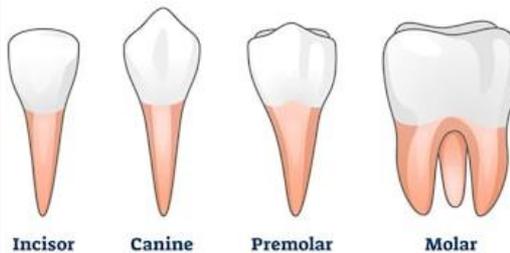
# Year 4: Teeth and the Digestive System

Subject Specific Vocabulary	
<b>pancreas</b>	The pancreas produces juices called enzymes which help the body digest food.
<b>oesophagus</b>	The oesophagus is like a stretchy tube that moves food from the back of the throat to the stomach.
<b>intestine</b>	The main function of the small intestine is absorption of nutrients and minerals from food. The major function of the large intestine is to absorb water from the remaining indigestible food.
<b>organ</b>	The skin is the biggest organ of your body. Other organs include your brain, lungs, heart, liver, stomach, intestines, pancreas, and kidneys, all called internal organs.
<b>molars</b>	Molars are the teeth that are used for chewing and grinding our food.
<b>canine</b>	Canines are the teeth used for ripping and tearing our food. We have two located at the top of our mouth and two at the bottom.
<b>food chain</b>	A food chain is a diagram that shows us how animals are linked by what they eat.
<b>predators</b>	Predators are wild animals that hunt, or prey on, other animals. Predatory animals need the flesh of the animals that they kill to survive.
<b>prey</b>	The term prey refers to an animal that is sought, captured, and eaten by a predator.
<b>salivary gland</b>	The salivary glands contain special enzymes that help digest the starches in your food.

## Working Scientifically

- ❑ Setting up simple practical enquiries, comparative and fair tests.
- ❑ Recording findings using simple scientific language, drawings and labelled diagrams.
- ❑ Use results do draw simple conclusions, make predictions suggest improvements and raise further questions.
- ❑ Use straightforward scientific evidence to answer questions and support their findings.

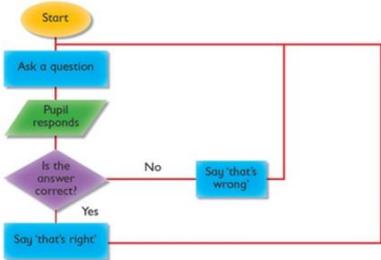
### TYPES OF TEETH



## Sticky Knowledge about the digestive system

- ❑ The oesophagus is the food highway that takes your food from your mouth down into your stomach so that digestion can begin.
- ❑ The stomach is filled with powerful acids that break down the food into smaller pieces. It also lets us know when we are hungry.
- ❑ The liver creates different enzymes to help process food nutrients that are collected in the small intestine.
- ❑ The gallbladder is a storage unit for all of the bile and enzymes created by the liver. It stores them until they are needed for digestion.
- ❑ The main job for the small intestine is to absorb nutrients and minerals from food. In fact, 90% of food absorption takes place here, making it our main digestion location.
- ❑ The outside of our teeth are covered with enamel and the inside have blood vessels and nerves.
- ❑ The front teeth are called incisors, the four sharp teeth are called canines, the teeth at the back are called molars.

# Year 4 : We are Software developers (ICT)

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge about prototyping an interactive toy
Interface	A program that allows a user to interact with the computer or another computer over a network.	<p>Scratch is free open source software. Download Scratch 1.4 from: <a href="http://scratch.mit.edu/scratch_1.4">http://scratch.mit.edu/scratch_1.4</a> or use Scratch 2 online at: <a href="http://scratch.mit.edu/projects/editor">http://scratch.mit.edu/projects/editor</a></p> 	<ul style="list-style-type: none"> <li>• I can design an interactive educational game</li> <li>• I can develop an interactive educational game</li> <li>• I can put Scratch blocks in the right order</li> <li>• I can use the if/then/else block correctly</li> <li>• I can use the random number block and use variables to work out the score</li> <li>• I can include sound in my game</li> <li>• I can correct mistakes in my game</li> <li>• I can plan my own way to program my game</li> <li>• I can use a countdown timer</li> <li>• I can use the mouse to control my game</li> <li>• I can explain how the algorithm of my game works</li> </ul>
Debug	Locating and removing computer program bugs, errors or abnormalities.		
Input	Any information or data that is sent to a computer for processing.		
Output	Data generated by a computer.		
Prototype	An early sample, model or release of a product built to test a concept or process or to act as a thing to be replicated or learned from.	<h2>E-Safety</h2> <p>Pupils should respect licence conditions and intellectual property rights when incorporating images and sound effects that are downloaded from the web.</p> 	
Repetition	Repeating a sequence of instructions a certain number of times, or until a specific result is achieved.		
Variable	A value that can change, depending on conditions or on information passed on to the program.		
<p><b>Unit Overview:</b> The pupils start by playing and analysing educational computer games, identifying those features that make a game successful. They then plan and design a game, with a clear target audience in mind. They create a working prototype, and then develop it further to add functionality and improve the user interface. They test their game and make any necessary changes.</p>			

# Year 4 RE: Hinduism – Hindu teachings about God

Subject Specific Vocabulary		Sticky knowledge	Key Skills
<b>Aum</b>	Hindus believe the lord created the world after chanting the word “aum”. It has religious and spiritual significance to Hindus.	<ul style="list-style-type: none"> <li>❑ Hindus believe in one Supreme God who is in everything.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the variety of practices and ways of life in different religions.</li> <li>• Identify religious symbolism.</li> <li>• Consider individual beliefs and how members of faith communities describe their understanding of God/s.</li> <li>• Describe and explain the main rituals within acts of worship and recognise that shared feelings are part of worship.</li> </ul>
<b>Supreme God</b>	Hindus worship one supreme being, known as the Supreme God or Brahman. The supreme God has many forms.	<ul style="list-style-type: none"> <li>❑ The Hindu idea of God comes in many different forms.</li> </ul>	
<b>Ganesh</b>	Ganesh has an elephants head on a mans body. He is known as the remover of obstacles and the patron God of travelling. He is one of the most popular deities to worship.	<ul style="list-style-type: none"> <li>❑ Not all Hindu families are the same. They will practice their faith in their own unique ways.</li> <li>❑ Hindu homes have shrines; a special place of worship. They are often found in kitchens or bedrooms.</li> </ul>	
<b>Krishna</b>	Krishna is considered a warrior, hero, teacher and philosopher. He is worshipped as a reincarnation of the Hindu God Vishnu.	<ul style="list-style-type: none"> <li>❑ Hindus believe they can serve God through loving devotion to their chosen deity.</li> </ul>	
<b>Lakshmi</b>	Seen as a beautiful woman with four arms, Lakshmi is the Goddess of wealth and purity and a consort of Vishnu.	 <p>The image block contains three separate illustrations of Hindu deities. On the left is Lord Ganesha, depicted with an elephant head and four arms, seated on a throne. In the middle is Goddess Lakshmi, shown with four arms holding lotus flowers, seated on a large pink lotus. On the right is Lord Krishna, depicted with a blue complexion, playing a flute, and surrounded by cows and a peacock.</p>	
<b>Shrine</b>	A place considered holy. Hindu Shrines will have photographs or images of the deities they worship.		
<b>Devotion</b>	Love and loyalty, or religious worship and prayer.		

# Year 4: Art – Printing Knowledge Mat

## Subject Specific Vocabulary

<b>Printing</b>	To mark a surface or material with a coloured design or pattern. The pattern is transferred to the material.
<b>Impression</b>	A mark that is pressed into the surface of a material.
<b>Relief</b>	Printing from using raised images to create patterns and shapes.
<b>Mixing</b>	Combine or put together
<b>Proportion</b>	Proportion describes the size, location or amount of one element in relation to another.
<b>Roller</b>	An item or device used to press a printing block into the material or fabric to transfer the ink or paint.
<b>Printing block</b>	A material used to carve shapes and patterns. When painted and applied to a material, the pattern is transferred.

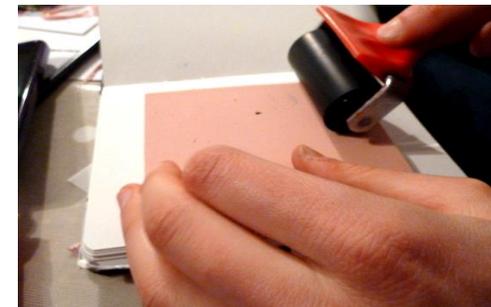
## Sticky Knowledge

- Know that printing involves using an image or pattern to create a relief on a material.
- Printing can be used in textiles to create patterned fabrics.
- Know that different shapes can be combined together to create a range of patterns.
- Rollers are used to press the print onto the paper or fabric to leave an impression.



## Key Skills

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design (paint).
- Know great artists, architects and designers in history.



# Year 4: PE - Football

## Subject Specific Vocabulary – Key words

Touch	Movement
Direction	Control
Turn	Pass
Strike	Laces



## Key Skills - Objectives

To develop understanding of the basic rules of football whilst taking part in a number of dribbling exercises whilst using different parts of their feet

To develop dribbling skills whilst changing direction

To learn how to make a short pass using the correct technique: non-striking foot comes beside the ball and the striking foot comes through with the side of the foot connecting with the ball

To make short passes using increasing accuracy and control

To shoot using their laces



## Rules of the game

Played with two teams of 11 players including a goal keeper

Players should only use feet or chest to play the ball (goalkeeper can use hands)

A goal is scored by kicking the ball into the opposition's goal

If the ball touches or crosses the side line, it is thrown back by the team that was not the last to touch the ball

## Team Work / Fair Play

Do not always pass to the same person

Refs decision is final!

The whole team should be involved in the game

The same person should not always end up in goal

## Famous People/Teams

Use pupils own knowledge and interests in particular teams and players

Use key UK and World/International competitions as a basis for discussion

# Year 4: FRENCH – The Body

## Subject Specific Vocabulary

Lesson 1 My face	le visage l'œil (m) les yeux (m) le nez la joue l'oreille (f) la bouche les dents (f)	the face the eye the eyes the nose the cheek the ear the mouth the teeth
Lesson 2 What are you doing?	je cours j'écris je lis je parle j'écoute je nage je marche je peins	I run I write I read I talk I listen I swim I walk I paint
Lesson 3 It hurts	J'ai mal à la tête. J'ai mal au bras. J'ai mal à l'oreille. J'ai mal au pied. J'ai mal au ventre. J'ai mal au dos. J'ai mal au genou. J'ai mal au doigt. J'ai mal aux dents.	I have a headache. My arm is hurting. I have earache. My foot is hurting. I have stomachache. I have backache. My knee is hurting. My finger is hurting. I have toothache.

## Subject Specific Vocabulary

Lesson 4 Fairy tales	le prince l'ogre (m) Cendrillon l'ours (m) le loup la grand-mère la grenouille la méchante belle-mère le Petit Chaperon rouge	the prince the ogre Cinderella the bear the wolf the grandmother the frog the wicked stepmother Little Red Riding Hood
Lesson 5 Where do they live?	une maison une chaumière une forêt un palais un château une grotte un marais un pont	a house a cottage a forest a palace a castle a cave a swamp a bridge
Lesson 6 Little Red Riding Hood	un coup de pied affamé apporter frapper entendre voir	a kick hungry to take to knock to hear to see

## Questions and Answers

Qu'est-ce que c'est? What is it?
C'est... / Ce sont... It's... / They're...
Qu'est-ce que tu fais ce matin / cet après-midi? What are you doing this morning / this afternoon?
Ce matin / Cet après-midi, je... This morning... / This afternoon, I'm...
Où as-tu mal? Where does it hurt?
J'ai mal... My... is hurting. / I have... ache.
C'est qui? Who is it?
C'est... It's...
Qu'est-ce que c'est? What is it?
C'est... It's...

## Sticky Knowledge

- Be able to recognise articles and understand that they signify the gender of a noun.
- Pronounce articles clearly when speaking and spell them correctly when writing.
- Read a French rhyme with some help with unfamiliar vocabulary.
- Repeat sentences that use adjectives to describe things.
- Pick out some subject pronouns when reading, with assistance.



# Year 4 : Music - In the Past

## Subject Specific Vocabulary

Notation	A way of writing music down.
Fanfare	A piece of music played on brass instruments to announce a special event or occasion.
Ternary	The structure of a piece of music that has three sections and one is repeated e.g. A,B,A
Riff	A short melody or pattern played over and over (also called an ostinato)

## Sticky Knowledge

Notation is used to mark the chords and notes of a song, and can be used to help others translate and play the same piece of music.

It is important to follow the structure of a song or written piece of music.



## Key Skills (Lesson Learning)

Understanding simple musical structures.

Creating a performance.

Structuring movements to accompany music.

