



**Birchfield**  
PRIMARY SCHOOL

Year 4 Curriculum Overview  
Term 1.2

Enquiry Question	'Who won the battle for Britain?'
Significant People	<ul style="list-style-type: none"> <li>- Harold Godwinson</li> <li>- William, the Duke of Normandy</li> <li>- Harald Hardrada</li> <li>- Martin Luther King</li> </ul>
Class Texts	<p style="text-align: center;">Anglo-Saxon Boy</p> <p style="text-align: center;">Magnus is the son of Harold Godwinson, lord of the Southern Saxons and ruthlessly ambitious claimant to the throne of England. Overnight, Magnus finds himself cast centre-stage in the blood-soaked family feud that led to one of history's most famous battles.</p> <p style="text-align: center;">This is the tragedy behind 1066...</p>
Reading	<p>At the beginning of this half term, we shall be learning how to make inferences about a character's thoughts, feelings, actions and motives. We shall be making inferences from pictures, videos and text. After developing the skill of making inferences, we shall move to learning how to support our inferences with evidence from the text in the style of P.E.E. (Point Evidence, Explain)</p> <p>As we move further into the half term, we shall be learning how to summarise. This will include reading pieces of fiction and non-fiction writing before summarising what has happened or what we have learnt, in our own words.</p>
Writing	<p>Within writing this half term, the children will write non-chronological reports. The first non-chronological report will explore the digestive system, the second, lifestyles of the Anglo-Saxons and the third, significant Saxons and Vikings.</p> <p>When writing these, the children will need to be sure to use formal language, factual language, and topical vocabulary. They will be writing in the third person and varying their tense between present and past. The children will also practise using conjunctions, fronted adverbials, and a variety of sentence types.</p> <p>As the half term progresses, the children will be learning how to write a Norse Myth, inspired by the stories of the Saxons and Vikings.</p>
Maths	<p>For the first half of this half term, our focus will be addition and subtraction. We will be learning how to add and subtract, two 4-digit numbers without exchanging and add and subtract two 4-</p>

	<p>digit numbers with one or more exchange. We will also be answering word problems and identifying what the question is asking, after this, we will be learning how to estimate answers. In the second half of the half term, we will be moving onto multiplication and division. We will be learning how to multiply and divide by 10 and 100, as well as multiply by 1 and 0 and divide by 1 and itself.</p>
History	<p>This half term, our focus will be History. Our topic will focus on life in Britain following the end of the Anglo-Saxons and the beginning of the Vikings. Your child will be learning about the Viking invasions up until the Norman conquest, specifically focussing on the first Viking landing and the Viking invasion of Lindisfarne. Your child will also be comparing the everyday lives between the Anglo-Saxons and Vikings before finishing the half term learning about the Norman invasion.</p> <p>Whilst completing this learning, the children will also study King Athelstan as a significant person during this time period.</p>
Science	<p>At the beginning of this half term our science focus will be sound. In this topic, your child will learn how sounds are made and that sounds are vibrations that travel from sources through a medium to the ear. Your child will learn about sound waves and how we hear sounds, using key vocabulary to present their findings. Towards the end of the topic, the children will learn about pitch, identifying high-pitched and low-pitched sounds and volume, examining how both elements can be changed.</p> <p>Towards the end of the half term, our science focus will be ecosystems, food chains and food webs. Your child will look at the similarities and differences between food chains and food webs, sketching examples of their own before discussing the challenges animals in each of these examples may face.</p>
Art	<p>Our art focus this half term will be 'contrast and complement.' This project will teach your child about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours. This project will also teach your child how artists choose their colours and how they are then used to produce a piece of final artwork.</p>
DT	<p>This half term we shall be continuing with the warp and weft topic. This project teaches children about materials woven by the Anglo-Saxons. As the children have researched and designed their own piece of woven material, they will now begin to produce this item. They will do this by learning to weave using yarn and a loom. Upon completing their product, your child will evaluate the process and</p>

	decide on how successful this finished piece is and how likely it is to fulfil its purpose.
Music	During their music lessons, the children will be taught by Miss Callaghan how to use and play notation on a keyboard. This shall include being introduced to different chords, playing solos and duets and learning how to play a song.
Computing	This half term, the children will be learning all about audio production. They will be learning how to record and edit an audio piece, before then planning and producing their own podcast. The children will then learn how to combine audios, noting who the audio belongs to, before finally evaluating their piece.
PSHE	This half term we are learning to treat each other with respect. We shall be learning how other people's behaviour can affect themselves and others. We will also be learning about our rights and responsibilities, inclusivity, respect, discrimination and to be polite and courteous in different situations.
RE	This half term, the children will be learning how to be reflective and self-critical. This shall be done by learning about Prince Siddhartha and meditation. They will then learn how to be curious and value knowledge. This shall be done by learning about holy scriptures, prophecies concerning the birth of Jesus and the belief in God.
PE	This half term the children will be learning how to develop the accuracy and consistency when tracking a ball. They will develop the skill to catch with one and two hands, dribble with their hands and feet before applying these skills to small group games.

### Teaching Team:

Miss Begum, Miss Ellis, Miss Rehman

SLT: Mr Aldred

PE Days: Thursday

Homework: Tuesday & Friday

Please see below an overview of the main themes, knowledge and skills we will be covering this half term.

Knowledge Organiser

## Who won the battle for Britain?

## Year 4 Knowledge Organiser

### Invasion

The Vikings first visited England in AD 789, when they sailed from Norway to the isle of Portland on the south coast and killed the reeve, who had greeted them on the shore. However, their first major raid was four years later, on the monastery at Lindisfarne.

### Viking raid on Lindisfarne

In AD 793, the Vikings arrived on Lindisfarne and destroyed the monastery buildings, stole precious objects, killed and injure the monks and took some as slaves.

### Resisting the Vikings

Over the next 60 years, the Vikings continued to raid England in the spring and summer, before returning to Scandinavia in the winter. To try to stop the raids some Anglo-Saxon kings paid the Vikings money, called Danegeld, to leave. However, the Vikings returned, and Danegeld became another way for them to make money.

### Everyday Life

The Vikings lived in a similar way to the Anglo-Saxons. Most Vikings were farmers or craftspeople, but they were also warriors who carried out frequent raids. Men and boys train in boat building, weapon making, crafts and combat. They lived in longhouses, with a central fire and thatched roof. When the Vikings first invaded, they were pagans and worshipped many gods. Over time, they converted to Christianity.

Subject Specific Vocabulary	
Christianity	A religion based on the teachings of Jesus Christ.
Conquer	Overcome and take control of a place or people.
Danegeld	A tax collected from the Anglo-Saxon people, paid to the Viking invaders in exchange for peace.
Invasion	When a foreign army enters a country by force.
Monastery	A building where monks live, work, study and pray.
Monk	A member of a male, religious community.
Pagan	A person who believes in many gods or does not follow a main religion.
Raid	A sudden attack, which aims to cause damage.
Reeve	A local official in Anglo-Saxon England.

### Alfred the Great

Alfred the Great was the King of Wessex from AD 871-899.

He defeated the Viking leader Guthrum at the Battle of Edington in AD 876.

He made peace with Guthrum and insisted that he was baptised as a Christian.

Alfred the Great split England into Viking Danelaw and Anglo-Saxon Wessex.



### Norman Invasion

When the King of England, Edward the Confessor, died in 1066, he left no successor to the throne. His adviser, Harold Godwinson was crowned king, but the King of Norway, Harald Hardrada and William, Duke of Normandy, also claimed the throne.

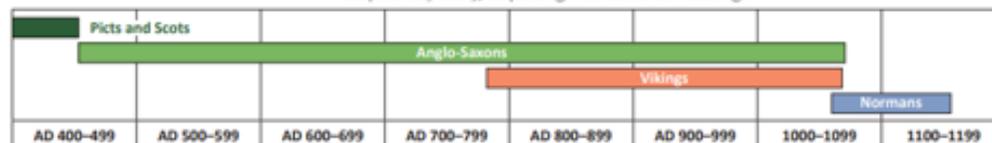
Harold Godwinson defeated Harald Hardrada at the battle of Stamford Bridge in the north of England and then marched south to fight William, Duke of Normandy at the Battle of Hastings. William, Duke of Normandy won the battle and Harold Godwinson was killed.

He was crowned king on Christmas Day in 1066 and became known as William the Conqueror.

This was the end of Anglo-Saxon or Viking rule in England.



Bayeux tapestry, depicting the Battle of Hastings



Timeline showing the periods of invasion and settlement in Britain from AD 410-1199

A Timeline of Key Events.



# Sound

## Year 4



Subject Specific Vocabulary	
Pitch	How high or low a sound is
Cochlea	The spiral-shaped part inside the inner ear that turns vibrations into electrical signals
Eardrum	A thin layer of tissue inside the ear through which vibrations pass
Medium	A material, such as a solid, liquid or gas, that transfers energy from one place to another
Ossicles	Three tiny, linked bones inside the ear through which vibrations pass
Particle	A single piece of matter that is too small to be seen
Vibrate	To quickly move back and forth repeatedly

### Volume

The volume of a sound is how loud it is, it is measured in units called decibels (dB). Energy affects volume. The larger the force of energy put into the sound source, the louder the volume will be. The smaller the force, the quieter the volume will be. Distance also affects volume, the nearer the sound, the louder the volume, the further away the sound source, the quieter the volume.

### Pitch

The pitch of a sound is how high or low it is. Pitch is measured in units called hertz (Hz). Fast vibrations produce high-pitched sounds, such as the sound of a whistle. Slow vibrations produce low-pitched sounds, such as the sound of a bass drum.

### What is sound?

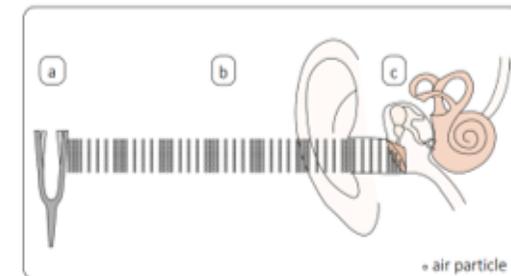
Sound is energy produced by vibrations from a sound source. Sound travels in waves through a medium, such as a solid, liquid or gas, to our ears. When there is no medium for sound waves to travel through, such as in space, there is no sound.

### Muffling Sounds

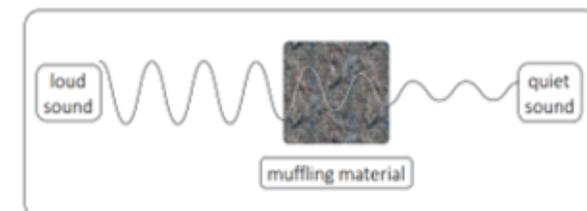
Being exposed to very loud or continuous sounds can damage hearing. Materials that muffle sound, absorb a lot of sound energy, and reduce the volume of sound reaching our ears. Earplugs, ear defenders and soundproofing materials, all muffle sound.



### How do we hear sound?



- When energy is put into a sound source, it starts to vibrate, moving back and forth quickly.
- The vibrations disturb the tiny particles of the medium such as air and they start to vibrate. They collide with the air particles and pass the vibration energy along in the sound waves.
- When the sound waves enter the ear, they make the eardrum vibrate. The vibrations pass through small bones called ossicles and are turned into electrical signals. The signals travel through the cochlea nerve to the brain and are interpreted as sounds.



## Anglo-Saxon Boy

### Our Class Text – Anglo Saxon Boy

1065: Magnus is the son of Harold Godwinson, lord of the Southern Saxons and ruthlessly ambitious claimant to the throne of England.

Overnight, Magnus finds himself cast centre-stage in the blood-soaked family feud that led to one of history's most famous battles.



### About the Author

TONY BRADMAN has been writing children's books for over thirty years. He has written poetry and picture books and lots of stories, including the highly successful Dilly the Dinosaur series and was also the lead author of the popular Project X primary reading scheme.

### Themes

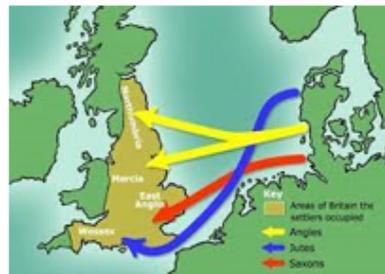
- Bravery
- Honour
- Self-Belief
- Fear
- Loyalty

### Historical Context

The last Roman Soldiers left Britain by AD410. New people came to Britain in ships across the North Sea – the Anglo Saxons. The Anglo-Saxon age in Britain was from around AD410 to 1066.

The Anglo-Saxons were never called the Anglo-Saxons in their own time. This is a modern phrase.

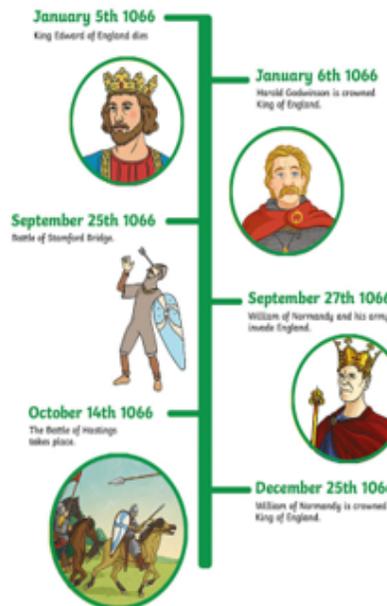
The Anglo-Saxons were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes, with the land they settled in being known as 'Angle-Land' or England.



## Year 4 Knowledge Organiser

Subject Specific Vocabulary	
Conquer	Overcome and take control of a place or people.
Earls	A British nobleman ranking above a viscount.
Hastings	A port in SE England, in East Sussex.
Housecarls	A bodyguard of an English King or Noble.
Invasion	When a foreign army enters a country by force.
Monastery	A building where monks live, work, study and pray.
Peasant	Someone who is poor or of low social status.
Pagan	A person who believes in many gods or does not follow a main religion.
Raid	A sudden attack which aims to cause damage.
Settlements	A place, typically one which has not previously been lived in.

### The Battle of Hastings Timeline



### Reading Domains

- 2A – Words in Context
- 2B – Retrieve Information
- 2C – Summarise Main Ideas
- 2D – Inference/Justify Views
- 2E – Predict
- 2F – Connections and Meaning
- 2G – Language Choice



### Our Reading Domains

The reading domains we shall be focussing on this half term are:

2E – Prediction

2B – Retrieve Information



## Anglo-Saxon Boy

## Year 4 Knowledge Organiser

### Inference

Inference is when the reader works things out using clues in the text.



7. What clues are there in the story that Oran was not an ordinary boy?  
Find three.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 marks

### The 'Multiple Answer' Question

This type of question will ask for two or more different answers that you are able to conclude from text.

### Example Questions

32. Do you think Jackson enjoyed the treasure hunt?  
Tick one

yes  no  yes and no

Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

1 mark

### The 'Extended Response' Question

This type of question gives you a chance to gain up to three marks.

They usually require two acceptable answer points, one of which needs to be supported by evidence from the text.

"READING IS A PASSPORT  
TO COUNTLESS ADVENTURES"  
-SARAH PINE GIBNEY



### Retrieval

Retrieval questions are questions where you are asked to find information/key details from the text and record them in your own words.



6. Look at page 4.  
Why should you put details such as trees or houses on your map?

Tick one

to make it more difficult

to make it look old

to show where to look

to show who it is for

1 mark

### The 'Tick It' Question

This type of question will give you different options to choose between but be careful: always check how many answers the question is asking for.

### Example Questions

15. Match each clue to its description.

trails	mixing up letters
word clues	using drawings to show where to go
picture clues	leaving signs

1 mark

### The 'Match It.'

This type of question asks you to draw lines to match answers together.

Sometimes you will be matching a word to what it means, sometimes you will be completing sentences.

1. Look at page 2. What do you need to use to make a treasure map?  
Write two different things.

1. \_\_\_\_\_

2. \_\_\_\_\_

1 mark

### The 'Multiple Answer' Question

This type of question will ask for two or more different answers that you have found in the text.

You will have to make sure your answers are different.

## Home Learning and Useful Links:

### **Homework Books**

At the end of each week, your child will return home with their homework books in both English and Maths. They will be given two pages to complete based on the learning they have completed that week or the learning they will be doing the following week.

Please encourage your child to complete these to the best of their ability and return to school by Wednesday for them to be marked and any issues to be addressed.

### **Spellings**

These are words your child will be using daily and will need to be familiar with. We will also be sending home words with your children that are key in Year 3 and 4.

Please encourage your child to practise their spellings at the weekend and across the course of the week, as they will be tested on these at the end of each week.

### **Times tables**

Each week, your child will receive a sheet of times tables to help prepare them for the Y4 Multiplication Check.

Please encourage your child to practise these times tables ready for a small test at the end of the following week.

**Your child should be to completing at least 5 minutes of times table practice daily.**

**Please use the website below**

**Times Table Multiplication Check Website:**

<https://www.timestables.co.uk/multiplication-tables-check/>

### **Reading:**

At the end of each week, your child will also come home with a reading book.

Please encourage your child to read this book regularly and listen to them read when you can.

Within their reading diary, we ask that you please make a comment on how your child has read, whether they are enjoying their book or even any questions you may have asked them and discussed about their story.

Both the reading book and reading diary need to be returned to school by Wednesday.

## Reading:

[Oxford Owl for School and Home](#)

[Reading and comprehension - English - Learning with BBC Bitesize - BBC Bitesize](#)

[Books for Year 4 children aged 8-9 | School Reading List](#)

## Phonics:

[Letters and Sounds, English Games for 5-7 Years - Topmarks](#)

[PhonicsPlay](#)

[Phase 2 Games – Letters and Sounds \(letters-and-sounds.com\)](#)

## Writing:

[Year 4 English - BBC Bitesize](#)

[Writing in Year 4 \(age 8–9\) - Oxford Owl for Home](#)

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

## Maths:

[Year 4 Maths Curriculum Toolkit | 8 & 9 Year Olds | Home Learning \(thirdspacelearning.com\)](#)

[Key Stage 2 Maths - Topmarks Search](#)

<https://www.timestables.co.uk/multiplication-tables-check/>

## Science:

[Sound - Year 3/4 - P4/5 - Science Collection - Home Learning with BBC Bitesize - BBC Bitesize](#)

[Home | WowScience - Science games and activities for kids](#)

## History/Geography:

[Anglo-Saxons - KS2 History - BBC Bitesize](#)

[Vikings - KS2 History - BBC Bitesize](#)

## Computing:

[Is my child safe online? Parent's questions answered | Barnardo's \(barnardos.org.uk\)](#)

[Parents and Carers - UK Safer Internet Centre](#)

[Parental Controls & Privacy Settings Guides | Internet Matters](#)

## PSHE:

[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

[How to make an emergency 999 call – West Midlands Ambulance Service University NHS Foundation Trust \(wmas.nhs.uk\)](#)

## PE:

[Nutrition Based Physical Activity Games - Action for Healthy Kids](#)

[Kids Active Learning & PE at Home – Think Active](#)