



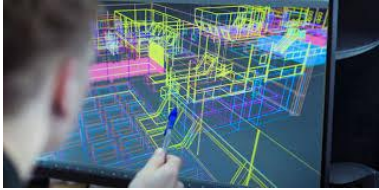
Derry Hill C of E Primary School

Year 4: Term 5: Summer 2026

National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p data-bbox="248 357 367 392">History</p>  <p data-bbox="203 687 412 722">Anglo Saxons</p>	<p data-bbox="533 357 779 778">Angles Anglo-Saxon Archaeologist Viking Danelaw Christianity Jutes Migration Monk Pagan Picts Danegeld Settler/ settlement Monastery</p>	<p data-bbox="846 357 965 392">Key Skills:</p> <p data-bbox="846 395 1301 456">To use a timeline to plot key historical events.</p> <p data-bbox="846 480 1368 541">To develop the appropriate use of historical terms and language.</p> <p data-bbox="846 564 1384 663">To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p data-bbox="846 671 1379 732">To use a range of sources to inform us about the past.</p> <p data-bbox="846 780 1043 815">Key Knowledge:</p> <p data-bbox="846 818 1379 917">To develop an awareness of the Anglo-Saxon period of history and its impact on Britain today.</p> <p data-bbox="846 940 1346 1000">I have developed a chronologically secure knowledge of British and world history.</p> <p data-bbox="846 1024 1317 1085">I have made connections and identified trends over time.</p>	<p data-bbox="1413 357 2047 418">LI: To sequence events in chronological order using a timeline.</p> <p data-bbox="1413 429 2123 601">Lesson 1: We will begin this topic by focusing on the key historical skill of using a timeline. The children will place key events and historical periods on a timeline and will discuss the meaning of BC and AD. This will then be used to place the Anglo-Saxon period onto the timeline.</p> <p data-bbox="1413 644 2092 705">LI: To understand who the Anglo-Saxons were and where they came from.</p> <p data-bbox="1413 716 2101 850">Lesson 2: The children will discover when and how the Anglo Saxons came to Britain. They will learn about the 3 main tribes (the Angles, Saxons and Jutes) and where they came from.</p> <p data-bbox="1413 893 2119 959">LI: To explore the religious beliefs and practises of the early Anglo-Saxons.</p> <p data-bbox="1413 970 2119 1104">Lesson 3: To explore the Pagan religion and the associated religious festivals, practices and gods. We will end by discussing the shift towards Christianity towards the end of the Anglo-Saxon time period.</p> <p data-bbox="1413 1147 2119 1208">LI: To compare aspects of life from the past to those we live now.</p> <p data-bbox="1413 1219 2107 1391">Lesson 4: This lesson will focus on the lifestyles of the Anglo-Saxon times. The children will learn about the key occupations of women, men and often children. They will also learn about what they would have eaten, clothes they would have worn along with other aspects of their lives.</p>

			<p>LI: To compare aspects of life from the past to those we live now.</p> <p>Lesson 5: Today the children will learn about the how the Anglo-Saxons built their homes and their villages. This will include a discussion on how they would have made their choices on where to settle (water resources, protection, available land for farming etc.).</p> <p>LI: To share and explain our learning to others.</p> <p>Lesson 6: We will end this topic with an Anglo-Saxon day to summarise and celebrate our learning. This will involve a presentation from the children to their parents where they will need to explain what they have learned this term and then all work together in a project to create an Anglo-Saxon style village.</p>
<p style="text-align: center;">D&T</p>  <p style="text-align: center;">Design and make an Anglo-Saxon style lute</p>	<p>Sketch Mural Wheels Axel Mechanical systems Design Build Innovation Function Product</p>	<p>Key Skills:</p> <p>To create a sketch and use this to plan a final piece.</p> <p>To use research and develop design criteria to inform the design of an innovative, functional, appealing product.</p> <p>To select and choose from a wide range of materials according to their functional properties and aesthetic qualities.</p> <p>Key Knowledge:</p> <p>I can explain the history of Anglo-Saxon music and the instruments they used.</p> <p>I have understood the best tools and materials to use for a given purpose.</p>	<p>This term, we will explore the ways in which the Anglo Saxons entertained themselves and others through music. We will look at the instruments they used and how these were made. The children will spend time looking at the instruments used by the Anglo-Saxons and then use these images to inspire them to design and build their own Anglo-Saxon lyres.</p> <p>Children will then evaluate their lyre against their design criteria, thinking carefully about the strengths of their design as well as points they would improve upon next time.</p>

Computing



3D design

Program
Design
Input
Output
3D shapes
Keyboard
Perspective
Spatial awareness
Algorithm

Key Skills:

To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.

To add 3D shapes, resize, adjust height, duplicate and use the different perspective.

To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Key Knowledge:

I can name 3D shapes and can understand 3D spatial awareness.

To re-create different types of buildings and other features using 3D shapes.

Through this topic the children will use the TinkerCAD website to design and create their own 3D villages. The children will be encouraged to think about how they could get their creations to resemble an Anglo-Saxon village where possible.

Throughout the topic the children will learn to develop their villages by adding houses and other buildings with windows and doors, roads, paths and gardens.

PE



Agility (reaction/response)

Recognise
Similarities
Differences
Alternately
Focused,
Vary
Communicate
Counterbalance

Key Knowledge:


Think about different parts of the body and how they move when comparing movements and skills.


Think about movements and skills that fit together effectively.

Think about movements and skills that fit together effectively.

Change or adapt your movements according to the task, situation or stimulus.

Try to come up with ideas to make activities more fun, challenging or different.

<p>Static balance (floor work) Gym Travel (group sequences with apparatus)</p>		<p>Change or adapt your movements according to the task, situation or stimulus. Consider speed, tempo and body positioning when looking at similarities and differences. Explore combining movements and skills in different and unique ways. Consider speed, tempo and body positioning when looking at similarities and differences. Explore combining movements and skills in different and unique ways. Explore combining movements and skills in different and unique ways. Try changing the activity in lots of different ways to find a version you really like.</p>	
<p>RE</p>  <p>What is the best way for a Jew to show commitment to God?</p>	<p>Covenant Ten commandments Shabbat Kashrut Synagogue Worship Seder Torah Festivals Torah Tallit Mitzvah Bar Mitzvah Bat Mitzvah Milestone Mitzvah project Denomination</p>	<p>To show an understanding of how people show commitment in their lives. To explain how different celebrations remember events which might be in the past or present. To consider how written guidance might impact on my behaviour. To choose a Jewish practice and describe how it enables Jews to show their commitment to God.</p> <p>To describe how the different practices can enable Jews to show commitment to God and compare to similar rites of passage that I know about.</p> <p>To show an understanding of why people show commitment in different ways. To describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others.</p>	<p>Throughout this topic we will be exploring the following questions: How can people show commitment in their lives? How does a particular Jewish practise enable Jews to show their commitment to God? Why do people show commitment in different ways? How do different practise enable Jews to show their commitment to God? How ay people show different levels of commitment in public, although their beliefs may be the same?</p>

		<p>To explain how people may show different levels of commitment in public, although their beliefs might be the same.</p>	
<p>Music</p> <p>Ukuleles</p> 	<p>beat lyrics ukulele parts: fret / strings / neck / tuners / bridge / sound hole pluck strum chord tuning rest strumming pattern accompaniment</p>	<p>Key Knowledge and Skills:</p> <p>I can explain what type of instrument a ukulele is, where it comes from and name some of the different parts of the instrument.</p> <p>I know what it means to tune the ukulele and what pitch each of the strings is.</p> <p>I can pluck the individual strings clearly and in time, following different patterns by reading notation.</p> <p>I can form the chords C, F, Am (&G7) correctly and move between them.</p> <p>I can improve my coordination so moving between chords starts to become more fluent.</p> <p>I can follow a chord pattern on a song and strum at the correct times according to the beat.</p>	<p>This term, children will be focusing on performing and learning to play ukuleles as a class. This builds on their introduction to ukulele in year 3.</p> <p>Children will be able to hold the ukulele correctly and show understanding of how to pluck the strings and check that the instrument is in tune.</p> <p>Children will be able to use at least 3 different chords in songs and will learn different strumming patterns that can change the way the chords sound. They will have the opportunity to experiment with using these strumming patterns to see which sound best when accompanying different songs.</p>