







Year 4

Autumn 1 – Anglo Saxons and Vikings

	 Looking IN	 Looking OUT	 Looking UP
Reading/writing	Through our class novel 'Anglo-Saxon Boy', think about how Ulf feels living in a new time and facing challenges. <i>How would I feel in his shoes?</i>	Through our class novel 'Anglo-Saxon Boy', notice how Ulf learns to work with and trust other people. <i>How can we help and support others in our school or community?</i>	Through our class novel 'Anglo-Saxon Boy', ask: <i>What can we learn about life long ago? How does thinking about the past help us understand people, nature, and how the world works today?</i>
Science	Through our science learning about animals including humans, think about your own body and how it grows and changes. <i>What can I do to keep my body healthy and strong?</i>	Through our science learning about animals including humans, explore how humans and animals live, eat, and interact. <i>How do our choices affect the animals and people around us?</i>	Through our science learning about animals including humans, ask: <i>Why do animals and humans grow and change in such amazing ways? What does this teach us about life, nature, and how the world works?</i>
RE	Through our RE unit 'What is the Trinity and why is it important for Christians?', think about the different roles or parts of yourself—like how you can be a friend, a helper, and a learner all at once. <i>How do the different parts of me work together?</i>	Through our RE unit 'What is the Trinity and why is it important for Christians?', explore how Christians live their lives showing love, care, and forgiveness because of God. <i>How can we show kindness and care to others in our school or community?</i>	Through our RE unit 'What is the Trinity and why is it important for Christians?', ask: <i>How can one thing be three at the same time? What big questions does this raise about God, life, and things we don't fully understand?</i>
RHSE	Through our RHSE unit 'Being Me in My World', think about your own feelings and role in the class. <i>How do I work well with others and make a positive difference in my classroom?</i>	Through our RHSE unit 'Being Me in My World', explore how being a good school citizen means following rules, taking responsibility, and understanding rewards and consequences. <i>How do my choices affect other people in school and the wider community?</i>	Through our RHSE unit 'Being Me in My World', ask: <i>Why do communities have rules and responsibilities? What makes a fair and happy society, and how do people work together to make the world a better place?</i>
DT/Art	Through our art focus 'Storytelling through Drawing', think about the stories you want to tell and the feelings behind them. <i>What can my drawings say about me and my ideas?</i>	Through our art focus 'Storytelling through Drawing', explore how sharing your drawings helps others understand your story. <i>How can art help people connect, share experiences, and understand each other?</i>	Through our art focus 'Storytelling through Drawing', ask: <i>What makes a story powerful? How do pictures and symbols help us think about the world, life, and human experiences in new ways?</i>
History/Geography	Through our history learning about the Anglo-Saxons and Vikings, think about the different roles in an Anglo-Saxon tribe and how people lived. <i>How would I feel living in that time? What skills or qualities would I need?</i>	Through our history learning about the Anglo-Saxons and Vikings, explore how communities worked together, made rules, and faced challenges. <i>How can we learn from their courage, loyalty, and teamwork to guide our own actions?</i>	Through our history learning about the Anglo-Saxons and Vikings, ask: <i>What can the rise and fall of kingdoms teach us about life, change, and the bigger story of human history? How do past societies inspire awe and reflection about how the world works?</i>

Year 4

Autumn 2 – Anglo Saxons and Vikings

	 Looking IN	 Looking OUT	 Looking UP
Reading/writing	<p>Through our class novel 'How to Be a Hero', think about Lexi's feelings of fear, determination, and wanting to do the right thing. <i>How would I feel if I had to face tricky or scary challenges like Lexi?</i></p> <p>Through our writing focus on Beowulf, think about how it would feel to step into Beowulf's shoes. <i>What would I feel inside if I was facing Grendel or writing about my victory?</i></p>	<p>Through our class novel 'How to Be a Hero', explore how Lexi helps others, stands up for what's right, and works with friends. <i>How can I show courage, fairness, and kindness in my own friendships and school community?</i></p> <p>Through our writing focus on Beowulf, consider how Beowulf's actions affect his people, his enemies, and his friends. <i>How do my words and choices impact others around me?</i></p>	<p>Through our class novel 'How to Be a Hero', ask: <i>What makes someone a hero? How do small acts of bravery or kindness make a big difference in the world around us? What can this teach us about human nature and responsibility?</i></p> <p>Through our writing focus on Beowulf, reflect on big questions of bravery, good versus evil, and how stories can inspire us across time. <i>Why do humans tell heroic stories, and what do they teach us about life?</i></p>
Science	<p>Through our science learning about electricity, think about how you can experiment with circuits, change things, and try again if it doesn't work. <i>How can I keep trying and learn from mistakes to get it right?</i></p>	<p>Through our science learning about electricity, explore how electricity powers everyday appliances and devices, and how conductors and insulators help control it. <i>How do humans use electricity responsibly to help people and communities?</i></p>	<p>Through our science learning about electricity, ask: <i>What does the flow of electricity teach us about unseen forces in nature? How does it make me curious about the science that powers our world?</i></p>
RE	<p>Through our RE unit 'What do Hindus believe God is like?', think about the different qualities Hindus say God has, like being caring, powerful, or wise. <i>How do I notice these qualities in myself or try to show them in my life?</i></p>	<p>Through our RE unit 'What do Hindus believe God is like?', explore how these beliefs affect how Hindus live, make choices, and treat others. <i>How can understanding different beliefs help me be kind and respectful to people around me?</i></p>	<p>Through our RE unit 'What do Hindus believe God is like?', ask: <i>What does it mean to believe in something you cannot see? How do ideas about God, creation, and the universe make us think about life, purpose, and our place in the world?</i></p>
RHSE	<p>Through our RHSE unit 'Celebrating Difference', think about your own strengths, feelings, and what makes you special. <i>What makes me unique, and how can I be proud of who I am?</i></p>	<p>Through our RHSE unit 'Celebrating Difference', explore how people can be influenced by others, how bullying affects people, and how to solve problems kindly. <i>How can I treat others with respect and fairness, no matter what they look like or where they come from?</i></p>	<p>Through our RHSE unit 'Celebrating Difference', ask: <i>Why is everyone different and why does it matter? How does understanding and celebrating differences help make the world a better, kinder place?</i></p>
DT/Art	<p>Through our DT focus on Levers and Linkages, think about how you can experiment, change your designs, and try again when things don't work. <i>How can I keep improving and learn from mistakes?</i></p>	<p>Through our DT focus on Levers and Linkages, we see how small movements can create big effects. Just as these parts connect to achieve more, we learn how working together helps us solve problems and support others.</p>	<p>Through our DT focus on Levers and Linkages, ask: <i>How amazing is it that simple parts like levers and linkages can make life easier and more exciting? What does this teach us about invention, creativity, and the world around us?</i></p>