



**English**



Arthur and the Golden Rope  
By Joe Todd Stanton

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Vehicle Text	
Arthur and the Golden Rope	
<b>Writing Outcome &amp; Writing Purpose</b>	
Narrative Outcome: Myth Narrative Purpose: To narrate	
<b>Grammar: Word</b>	
Build on previous units & focus on: Indicating possession by using the possessive apostrophe with plural nouns	
<b>Grammar: Sentence</b>	
Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Use a wider range of conjunctions including <i>when, if because, although, before, after, while, so</i> (Year 3 reinforcement)	
<b>Grammar: Text</b>	
Pronouns to aid cohesion and avoid repetition Nouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	
<b>Grammar: Punctuation</b>	
Build on previous units & focus on: Using commas after fronted adverbials	

**Maths**

Number - Multiplication and division B  
Measurement - Length and perimeter

White Rose Maths - [Home learning videos](#)

**Science**

**Animals, including humans**

Describe the simple functions of the basic parts of the digestive system in humans  
Identify the different types of teeth in humans and their simple functions  
Construct and interpret a variety of food chains, identifying producers, predators and prey

**History**

**Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**

Causation of why the Vikings invaded and settled in England, Northern Britain and Ireland, as well as Normandy  
Power struggle between Viking and Anglo-Saxon armies  
Struggle between Alfred the Great and King Guthrum  
Establishment of Danelaw  
Significant actions and consequences between English and Viking kings: Ethelred The Unready – King Sweyn – King Canute  
Establishment of monarchy through a single ruler – Viking or Anglo-Saxon  
Consequences of Edward the Confessor's lack of an heir and legacy of his father's connections with Normandy

**Geography**

**Study Latitude and Longitude**

Locational knowledge  
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

**Computing**

**Programming A – Repetition in shapes**

This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

**Religious Education**

**Why do People Pray?**

**Art**

**Printmaking and Textiles**

Create monoprint and press prints on fabric and make collages  
Create repeated patterns by flipping and rotating images  
Use tie dye, knotting and weaving techniques  
Know Kente cloth is a woven fabric from West Africa  
Know tie dye is a method used to create designs and colour  
Know textile artists use a range of materials to create textured designs and images  
Be able to create printing to represent Kente designs  
Be able to use tie dye to create colour designs  
Be able to combine media to create texture

**Design Technology**

**Textiles**

Fixings and fastenings  
How do you keep a tea towel from slipping off a hook?

**Physical Education**

**Dance and Gymnastics**

Rhythmic movements

**PSHE (Jigsaw)**

**Dreams and Goals** - Aspirations, how to achieve goals and understanding the emotions that go with this

**Music**

**Compose with your friends**

When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.  
Social Question: How Does Music Improve Our World?

**French**

**Weather**  
**Seasons**