

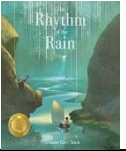





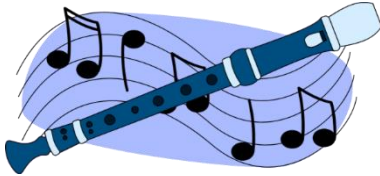










Owls and Woodpeckers

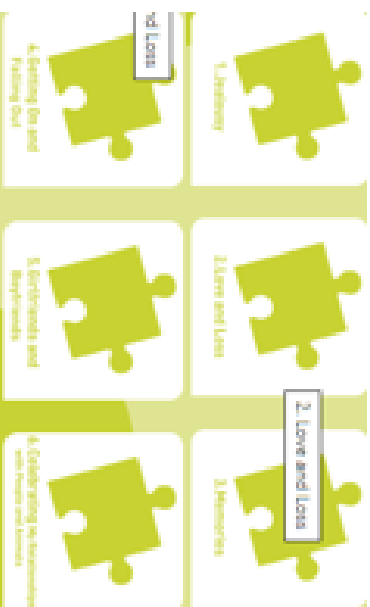


<p>English In English this half term, we will be using the text 'The Promise' to write a letter in role as one of the characters.</p> 	<p>Maths In maths this half term, we will be continuing to learn about fractions and we will be starting to learn about decimals.</p>  <p>$\frac{3}{5}$ three-fifths</p>	<p>Guided Reading In Guided Reading, we will be using the text Rhythm of the Rain and the poem The River to develop our fluency, recall and inference skills.</p> 
<p>Science – Living Things Children will learn about whether natural disasters can be good for nature. They will learn about what natural disasters are and their impact on all life in the surrounding area.</p> 	<p>Geography – Mapping London's Changes The children will explore, through digital technologies, the physical geographic changes, the land use and will develop a more in-depth understanding of why places change.</p> 	<p>History – Vikings The children will learn about Viking exploration, Viking ships, the raiding of monasteries, religious beliefs and the story of King Canute and the waves. They will also be asking and answering questions from archaeological evidence.</p> 
<p>PE – Agility and Balance In this unit, the children will develop and apply their reaction and response and floor work balance through focused skill development sessions, healthy competition and cooperative games.</p>  	<p>Music – Recorder The children will be learning how to play the recorder. They will learn to switch between different pitches fluently and build a small repertoire of tunes.</p> 	<p>French – Transport The children learn new transport-related vocabulary and construct sentences using parts of the verb 'aller' – to go, and prepositions to express going on holiday to a different country or going to school by a particular mode of transport.</p>  
<p>Computing In this unit, we will evaluate a range of websites, explore different website features and use these to design our own website.</p> 	<p>RE – Celebration The children will investigate the reasons and importance of celebrations.</p> 	<p>PSHE The children will be learning about relationships this half term. See the Knowledge Organiser attached for more details.</p> 
<p>DT In this unit, children will continue to learn about a varied and healthy diet. They will use seasonal vegetables to create a salad snack such as a wrap or a filled pita.</p>		



Puzzle Five – Relationships

Summer 1: 'Building positive, healthy relationships'



Content Overview:

Jealousy
Love and loss
Memories of loved ones
Getting on and Falling Out
Friends and boyfriends
Showing appreciation to people and animals

Vocabulary

Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.

Song: 'R-E-L-A-T-I-O-N-S-H-I-P'

Puzzle Outcome: Our relationships fiesta

DfE Statutory Relationships & Health Education Guidance.

(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R5) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online (H10) it is common for people to experience mental health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

If you would like to send any homework in via e-mail, our year group e-mail address is

Year4@moorlandsprimary.net

Stone Age to Iron Age

Vocabulary

communal historical sources climate ancestors artefact
 consequence Archaeologists conquest significant influential

Settlements

Travel and Exploration

Key Facts

Stone Age

Nomadic
Neolithic

Bronze Age

societies
trade

Iron Age

legacy
fortified

Stone Age people were hunter-gatherers moved their settlements depending on the world around them. Their shelters were basic and not permanent. They were built in caves and other areas with rocks to protect. Huts were made from wood, rock and

There was no transportation other than feet during the Stone Age. People did not stay in one location because they were always on search for water and shelter and food.

As the Bronze Age began, other innovations developed, including more advanced societies, stronger political structures, and improved sailing technology.

During the Bronze Age many people crossed the sea from mainland Europe to Britain. They travelled in long wooden boats rode by oars men. The boats carried people, animals and trading goods. They were loaded with metals from mines, precious swords, pots and jewellery.

In the Iron Age, settlements were fortified for defence against rival clans. A hill a good place for a fort so that it is difficult for enemies to attack. Tribes surrounded their hill forts with huge mounds of earth, ditches and wooden walls. Most people were farmers who used a variety of iron tools.

Walking was the most common form of transport for Iron Age people but carriage transport became increasingly popular. People of higher social status used more expensive carriages. As roads were created wagons became more popular.

We do not check this on a regular basis so please tell us if you send something in.

Stone Age to the Iron Age

15000 - 10000 BC
The Lascaux Caves in France are thought to contain some of the oldest cave paintings. The paintings (and engravings) mainly depict animals but no one is sure of the original purpose behind them. They may have been part of religious rituals, representations of everyday life, used to mark or record the passing of time, some sort of calendar or part of superstitious behaviour relating to hoping for a good hunt.

15000 - 10000 BC
Animal hide is used to make tents. An example from this period has been found in France.

4500 - 3500 BC
People begin to make simple pottery and farming begins to spread.

3000 BC
Construction starts on Stonehenge in Wiltshire. It will take around 1000 years for it to be finished. The purpose of the site is a mystery, however, evidence of cremations seem to indicate that it was used as a burial ground from time to time. It is also thought to be a ceremonial site, where services marked the passing of time, seasons and cycles of life and death. The average weight per stone is 25 tonnes (that is around the weight of 25 elephants). The stones originated from the Preseli Hills in South West Wales, but historians are yet to agree on how they transported the stones to the site of Stonehenge.

14000 BC **12000 BC** **10000 BC** **8000 BC** **6000 BC** **4000 BC** **3000 BC** **2000 BC**

STONE AGE **BRONZE AGE**

8200 BC
The last 'land bridge' from Lincolnshire and East Anglia to Holland is taken over by salt marsh and eventually, by 6000 BC, it disappears altogether and is taken over by sea water. This water is a result of the great ice sheets from the last ice age thinning.

4000 - 3000 BC
People start to domesticate and ride horses. Before this, people could only travel by foot.

3500 - 3350 BC
The earliest well-dated image of a wheeled vehicle (a wagon) dates from this period. It was discovered on a clay pot found in Poland.

2500 - 1500 BC
Bronze axes are developed which leads to advances in woodworking techniques.

2800 - 1800 BC
'Bell Beaker Culture' arrives in Britain. Sometimes shortened to 'Beaker Culture' these were a group of immigrants named for their distinctive decorative pottery. The pottery had bands filled with impressions made from a comb or cord.

800 BC
The first hillforts are constructed. Hillforts were defended settlements that made use of natural rises in the landscape for defensive advantages.

AD 43
Emperor Claudius sends the Roman army to Britain. They land at Richborough, Kent.

100 BC
Coins are made for the first time. By 20 BC, silver and bronze are being used in the South East of England.

330 BC
The first written record of the British Isles by a Greek merchant and explorer. He described the inhabitants as skilled wheat farmers, usually peaceable but formidable in war where they used horse-drawn chariots.

54 BC
In 55 BC, Julius Caesar raids South East England on what is thought to be a reconnaissance trip. In 54 BC, he returns with 5 legions (about 25,000 men). War waged until a rebellion in Gaul (a region of Western Europe) forced him to withdraw, never to return. He reported that the Britons dyed their bodies with woad (this gave a bluish colour) and are shaved everywhere except for the upper lip.

200 BC
Earliest known reference to druids. A druid was a member of the priestly people amongst the Celts. Very little is known about them as they left no account of themselves. The only evidence is a few descriptions left by explorers, artists and authors.

700 - 500 BC
Iron working technology becomes widespread through England, Scotland and Wales. A wide range of tools and weapons have been found, many of saws, chisels and other carpentry tools are very similar to the ones we use today.
Small farms and networks of fields start to develop. Evidence has been found of people farming cattle, sheep and pigs as well as the processing of wheat, barley and oats.

1200 - 800 BC
Celtic culture and tribal kingdoms start to emerge and the use of metal work increases. Major innovations were small axes and leaf-shaped blades.

1800 BC
The first large copper mines are dug. Two of the best known are at Mount Gabriel in County Cork and Great Orme, North Wales.

IRON AGE

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