

## YEAR 4 - AUTUMN TERM 1 REIGN OVER US.

### Art: WOW Day -

collaborative collage work on Henry VIII and his wives.

Create miniature portraits in a Tudor style (Hans Holbein)

Use water colours to create a wash and add detail.

### Key vocabulary:

brushstroke, sketch, light, dark, tone, primary colours, secondary colours, colour mixing.

### D & T:

Research, design, make and evaluate a Tudor-style purse (textiles)

Key vocabulary: purpose, design criteria, model, evaluating, labelled drawings, stiffening, reinforcing, coins, stitches, needle, thread, fabric, fastening, compartment, press

stud, hook and eye, button, seam, seam allowance, reinforce, gusset, dye, embroidery, running stitch, blanket stitch, French knots.

### Cross-Curricular Maths:

#### Place Value:

We will be ordering dates on timelines to place different

### Science: (Electricity)

\*identify common appliances that run on electricity.

\*construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

\*identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. \*recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. \*recognise some common conductors and insulators, and associate metals with being good conductors.

Key vocabulary: Conductor, insulator, switch, lamp, circuit, electricity, buzzer, brightness, dim, metal, plastic, cells, wires, fuse, shock, safety.

### English:

We will be reading a range of texts linked to our study of British monarchs including 'The Maid, the Witch and the Cruel Queen' by Terry Deary and 'The Queen's Token' by Pamela Oldfield. In our daily

### \*In this History topic we will learn how to:

\*Use evidence to ask questions and find answers to questions about the past.

\*Suggest causes and consequences of some of the main events and changes in history.

\*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

\*Begin to know and understand the history of Britain as a chronological narrative, from the earliest times to the present day.

\*Children will think carefully about how people's lives have shape their country and how Britain has influenced and been influenced by the wider world.

\*Describe the social, ethnic, cultural or religious diversity of past society.

\*Place events, artefacts and historical figures on a time line using dates.

Key vocabulary: year, century, timeline, today, yesterday, tomorrow, past, period, chronological order, sources of evidence, suggest,

### Key Questions:

#### \*House of Plantagenet:

Was Edward I an important king? What did he do that still affects Britain today?

\*Who were the different monarchs/families involved in the War of the Roses?

#### \*House of Tudor:

What do we know about Henry VIII and the other Tudor monarchs?

\*What were the differences between Catholic and Protestant beliefs? How did the official religion change through different rulers?

\*Visit a Tudor house (Harvington Hall)

What was it like in the past? How did people live?

Was anyone imprisoned there?

\*How did Charles I's actions lead to civil war and what do images of roundheads and cavaliers and the way they dressed show us about their thinking?

#### P.S.H.E. (Jigsaw)

Our Jigsaw work will explore 'Being Me In My World' will learn about what it means to be part of different groups/communities. They will

monarchs in chronological order.

### Statistics.

We will use arithmetic skills to work out how long different monarchs ruled for and present this information using bar charts.

### Properties of Shape:

Using images of Tudor gardens, complete symmetrical designs

### Multiplication Tables:

We will continue to focus on improving speed and accuracy in recalling times tables up to  $12 \times 12$ , in addition to other aspects of the curriculum including number, shape, measures and statistics.

### Useful websites:

[www.URBrainy.com/MTC](http://www.URBrainy.com/MTC)

[www.topmarks.co.uk/maths-games/hit-the-button](http://www.topmarks.co.uk/maths-games/hit-the-button)

Reading lessons, we will be developing the skills of summarizing, predicting, retrieving information and developing and broadening vocabulary.

**Writing opportunities will include:**

- Write an information text about a royal house or palace, for example Hampton Court Palace.
- Write detailed character descriptions of characters from the texts we are reading.
- Write a diary entry from the point of view of one of Henry's wives.

*reliable, first-hand, The Tudors, change, impact, legacy, monarch, monarchy, significant, primary source, secondary source, biased, wealthy, poor.*

### WOW starter!

*We will be dressing up as kings and queens who have ruled in England at any time from 1066 to the present day. We will know who we are, when we reigned and what was significant about our reign. During the WOW day we will create a human timeline of monarchs.*

Prior Learning: *Children in this cohort have not completed related subject matter on this topic at St.Leonard's.*



learn about what a democracy is and how it works.

### S.M.S.C.

**Moral ideas linked to our topic:** : Children will consider whether decisions made in the past can be judged as 'good' or 'bad'.

**Spiritual ideas linked to our topic:** Children will consider whether choices made in the past influences us in the present day. They will consider how the power of the 'church' had a major effect on people's lives.

**P4C topic:** Hold a class debate about King Henry VIII - was he a good or bad king?

### R.E. - Environment : Harvest

Children will explore religious stories and teachings about the environment and identify and reflect their impact on people's behaviour

