Willow Class Autumn 1 2026

A Saxon Village

Building on from the history learning in Year 3 on the Romans, this half term Year 4 will explore the rich history of the South Downs, focusing on the Saxon period. Children will step back in time to experience Saxon life first-hand, taking part in practical, hands-on activities that bring history to life.

Our learning will focus on how the Saxons shaped Britain and how their world was influenced by others, such as the Vikings. Children will develop key historical skills including understanding change over time, exploring cause and effect, and asking thoughtful questions about the past.

We'll also investigate local historical sites, such as Holy Trinity Church in Bosham, believed to be linked to King Harold and his family. This connection helps children see how national history is rooted in their local area.

Much of our learning will take place outdoors, helping children imagine how the Saxons lived in harmony with the natural environment. This immersive approach makes history meaningful, memorable, and fun.

English	Children will continue to develop elements of writing, exploring how to use their writing skills for a variety of purposes and audiences. Their writing will include non-chronological reports and Norse myths.
Maths	Our sequential curriculum allows the children to continue building on learnt skills. This term our learning will continue with addition and subtraction, moving on to multiplication and division.
History	Children will learn about Britain's settlement by Anglo Saxons. They will explore what life was like in Anglo-Saxon times, including the Vikings, and find out about what life was like for these people up to 1066BC in relation to local history.
DT	Linking to learning in science on teeth and digestion, children will learn about food decay and preservation, exploring key inventions in food preservation and packaging. They will then learn how to make a healthy snack, linking this to locally sourced produce.
Computing	Children explore a unit called *Connecting Computers*. They will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

PE	Year 4 will continue weekly session with Rob Maine, *Together We Achieve* as one of the PE sessions. Their second PE session in the week will be focussed on Net and Wall games including tennis and badminton.
Science	Having learnt about animal nutrition and the skeletal system in Year 3, children now move on to learn more about food and the digestive system. This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying tooth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy. They will also benefit from a visit from the education team from Brent Lodge. They will share some of the differences other mammals show in their teeth and what this tells us about their diet.
RE	In RE, children will explore the question *How does the story of Rama and Sita inspire Hindus to follow their dharma.* Children will be learning about Hinduism, one of the world's oldest faith traditions. They will explore how its teachings encourage people to act responsibly, make good choices, and care for others.
French	The class will continue work on numbers, now working up to 31. They will also learn the months of the year.
PSHE	Using the Jigsaw PSHE curriculum, children will explore *Being me in my world* with a focus on *Who am I and how do I fit in?* In this unit, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the unit, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.

Homework

Spelling - Children will be given spellings on a Monday and then tested on these on Friday. Please can all children start learning from the Seahorse list, and as I assess them, they will be moved to other groups if more appropriate. They will now what group they are. Spellings are attached to this letter so you can see what we are learning each week. Spellings are taught on Monday but practice at home is **essential** so that the children can make good progress. Results of spelling tests will be posted on Seesaw.

Times tables - As you may be aware, there is now a statutory times tables test in the Summer Term with the expectation that children know and can recall quickly all times tables facts up to 12x. Please **log onto *TT Rockstars* 2 or 3 times a week for 15 minutes** is encouraged so your child can make good progress. In class, children will be learning fluency through the *Mastering Number* approach in short, focussed daily sessions.

Reading – Children read regularly at school, either as a whole class, independently or to an adult. Guided reading takes place in class every day. We do encourage you to **read daily with your child** as this is proven to support children across the curriculum and help them make their best progress. Children will have regular opportunities to change books as well as discuss then with adults and peers.

Topic homework – below is a grid of topic homework ideas. They are varied including writing tasks, art projects, history research and more – hopefully something for everyone! Please can children bring in 2 pieces of topic homework to share with the class in the week **commencing 19th October (week before half term).** If there is something that interested your child that links to our learning but is not on the grid, that is absolutely fine. I can't wait to see what the children come up with!

Topic homework ideas

<table>
<tr><td>Imagine you are an Anglo-Saxon invader. Write a letter home to your family in Denmark, the Netherlands or Germany. Include details about the journey to England, where you have settled and explain any difficulties you have faced.</td><td>Use the internet to search for pictures of the artefacts found at the Sutton Hoo burial site, such as The Franks casket, purse lid and shoulder clasp. Create a piece of Anglo-Saxon art using the designs on the artefacts as inspiration. You could use clay, playdough or junk modelling!</td><td>Use a range of historical source materials to research what everyday life was like in Anglo-Saxon or Viking Britain. Areas to research might include clothing, housing, food, culture and religion. Create a non-chronological report, blog or poster to present your findings.</td></tr>
<tr><td colspan="3">Create your own dragon for the Vikings to find! This could be a painting, a 3D model or even made using IT. Remember that you need to tell us all about your dragon – the breed, size, special features, habitat, likes, dislikes and diet.</td></tr>
<tr><td colspan="3">Create your own piece of weaving. You could use yarn or other media like strips of old carrier bags, ribbons or even long leaves or pieces of grass!</td></tr>
<tr><td colspan="3">Research a significant Anglo-Saxon or Viking figure from the list below and create an annotates picture, fact file or biography about your chosen individual.

<table><tr><th>Anglo-Saxon</th><th>Viking</th></tr><tr><td>Alfred the Great</td><td>Ivar the Boneless</td></tr><tr><td>King Offa</td><td>Guthrum</td></tr><tr><td>Lady Aethelflaed</td><td>Sweyn Forkbeard</td></tr><tr><td>Bede</td><td>Cnut the Great</td></tr></table></td></tr>
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Together we Achieve Programme

Willow Class are lucky enough to be taking part in the *Together We Achieve* programme every Monday afternoon for the whole year. It will be delivered by specialist staff Rob Maine. The children are asked to come to school in full PE kit on Mondays, suitable for outdoors so include jogging bottoms and a hoodie or sweatshirt.

The aim of the programme is to provide opportunities that enable children to develop life skills that will help them find new ways of thinking, problem solve, take responsibility of what they do, building confidence and resilience. The programme is designed promote British values, healthy living and wellbeing, and to teach children and young people life skills that will help improve resilience, confidence, leadership, respect, honesty and teamwork. It will include:

- Team Building – Activities that are designed to help build resilience, listening and confidence. This is delivered through experimental learning activities which are based on problem solving, working together and questioning. Each session will include a specific teamwork, individual and physical activity.
- First Aid Training – Teach First Aid skills. The lifesaving skills will include CPR, defibrillator awareness, the recovery position, dealing with a severe bleed, help a casualty that is choking and the primary survey (certified by BHF).
- Playmaker Award – Introduction to sports leadership and being a leader activity, using the PACE (participants, area, communication and equipment) method to leading activities. Planning games using no equipment, planning games using equipment, plan an activity morning for a lower year group class, practising the activities and delivering the activities (certificated by sports leaders).
- Survival Skills – Introduction to basic survival skills that include navigation, shelter building and making a fire – all designed to improve teamwork skills and a child's character and own life skills.
- Social/Community Project – All children will participate in a project working together that will benefit the local or school community.

Spellings

Week	Spellings		
	Seahorses	**Jelly fish**	**Star fish**
1	invention injection action natural naughty	invention injection action	invention
2	occasion hesitation completion notice often	occasion hesitation completion	occasion
3	discussion expression confession permission opposite	discussion expression confession	discussion
4	comprehension extension admission expansion tension	comprehension extension admission	comprehension
5	electrician musician magician politician mathematician	electrician musician magician	electrician
6	island popular position possess possession	island popular position	island
7	information sensation occasionally	information sensation occasionally	information

	ordinary particular		

If you have any questions, please do contact via email:
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