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| **Year – 4** | | **The Vikings** | | **Spring 1** | |
| **ROOTS Link**:  Take Care | **Whole School Project**:   * Spelling Bee | | **Ignites, Trips, Visits & Visitors**:   * **VR Headset – Viking Experience** | |  |
| **Vision**: In the topic about the Vikings, the children will explore the impact the arrival of the Vikings had on Britain and will learn about the continuing influence felt today in modern Britain. The children will find out about the Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country. They will explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today. In addition, they will explore Viking life was like and learn about Scandinavia. | | | | **Key Texts**: **Viking Boy by Tony Bradman** *The text follows the journey of a young boy who travels across Scandinavia to find the ‘Land of Fire and Ice’.* *Gunnar swears an oath to avenge his father's death and save his mother from Skuli - but first he must run to save himself.* | |
| **History/ Geography** | | | | | |
| **NC Links** | | **Knowledge** | | **Skills** | |
| * KS2 - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | * To know the names of Viking raids and invasions. * Understand who Alfred the Great was. * To know the main stages of the resistance of Alfred the Great and Athelstan. * To know the laws and justice system of Viking England. * To understand who Edward the Confessor was. * Remember Edward the Confessor dies in 1066. | | * Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. * Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. * Use dates and terms to describe events | |

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| **English** | | | |
| **Writing Focus (weeks 1-3)** Comparative explanation text  **Purpose and Audience:** To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is. Usually aimed at a wide audience.  **Cold Write**: Write a text comparing Roman and Saxon Britain  **WAGOLL**: Comparing ancient Greece and ancient Rome  **Hot Write**: Comparing Viking and Saxon Britain | | **Short Bursts**:   * Accurate writing tasks (GPS focus) * Postcard to a friend telling them about ancient Rome/Athens (can select) * (GPS) Write sentences with subordinate clauses * Advert to encourage people to visit ancient Rome | |
| **NC Links** | **Knowledge (Grammar)** | | **Skills (Punctuation, Composition)** |
| **Reading:**   * listening to and discussing a wide range of fiction & poetry   **GPS:**   * in non-narrative material, using simple organisational devices [for example, * headings and sub-headings] * extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although *(also, with use of commas to add additional information)* * use the present perfect form of verbs * *learn about some of the differences between Standard English and non-Standard English (NS)*   **Plan and Draft:**   * proof-read for spelling and punctuation errors   **Evaluate and edit**:   * read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone. | * Recap punctuation from autumn (including direct and indirect speech) and introduce commas to demarcate a subordinate clause. * Recap grammar terminology taught so far and look in more detail at adjectives. Focus on: * Superlative and comparative adjectives. * Subject (of a sentence) | | **Explanation (language)**   * Written in simple present tense. *(Vikings lived in huts)* * Use of temporal connectives, e.g. first, then, after that * Use of causal connectives, e.g. so, because of this.   **Explanation (Structure)**   * A general statement to introduce the topic being explained. *(Why Ancient Rome and Ancient Greece are both important historical times…)* * The steps or phases in a process are explained logically, in order. (When the Romans ... because people converted to Christianity... so churches were built and…..)   **Explanation (layout and composition)**   * Choose a title that shows what you are explaining * Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. * Use the first paragraph to introduce what you will be explaining. * Add a few interesting details. * Interest the reader by talking directly to them (You’ll be surprised to know that ... Have you ever thought about the way that ...?) |

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| **Speaking & Listening** | | |
| **Speaking & Listening** | | **Debating** |
| * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * Listen and respond appropriately to adults and their peers * Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | | * Participate in discussions, presentations, performances, role play, improvisations and debate * Consider and evaluate different viewpoints, attending to and building on the contributions of others |
| **Spelling & Phonics** | | |
| **NC Links** | **Knowledge** | **Skills** |
| * place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals (Rome’s…) * use further prefixes and suffixes and understand how to add them (‘unfair that Omar..) | Know spellings with following rules:   * Words containing /g/ sound * Words with /que/ as ‘k’ * Words containing /ure/ * Words with prefix /dis/ * Statutory words starting with ‘a’: - *accident*   *accidentally*  *address*  *answer*  *appear* | * Be able to change the meaning of a word by altering its prefix and suffix. * Spot mistakes and make corrections * Spell unfamiliar words with spellings rules gained. |
| **Handwriting** | | |
| **NC Links** | **Knowledge** | **Skills** |
| * increase the legibility, consistency and quality of their handwriting | * Letters are joined using cursive style. Capitals are never joined. * Know which letters belong to which family * Know upper and lower case and knows that capitals (are not joined) | * Pencil is held in a controlled manner and child can write for extended period of time. Most letters appear on the line |

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| **Science- Animals and Humans** | | | | | |
| **Enquiry Questions**:   * How do our appliances work? * What make a lightbulb light up? * Why do electrical items become warm to the touch? * What do most conductors have in common? * How can you make a bulb brighter or dimmer in a series circuit? |  | | **Key Vocabulary**:   * **Cell/battery -** source of energy which provides a push - a voltage - of energy to get the current flowing in a circuit * **Voltage** - is a measure of the difference in electrical energy between two parts of a circuit. The bigger the difference in energy, the bigger the voltage. * **Conductor** – a material that easily allows current to pass through it * **Insulator** – a material that does not allow electricity to pass through it | |  |
| **NC Links** | | **Knowledge** | | **Skills** | |
| **Work scientifically by**:   * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes   **Electricity**   * identify common appliances that run on electricity and common conductors/insulators * construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * identify whether or not a lamp will light in a simple series circuit, based on whether or not 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 or not a lamp lights in a simple series circuit | | *Children will explore the human digestive system (including the role of teeth and how to look after them) before exploring food types, food chains and webs.*  OL: Can I explain the role of different components in a circuit?  OL: Can I explain the differences between mains and battery powered circuits?  OL: Can I recognise common conductors and insulators?  OL: Can I create a simple circuit?  OL: Can I alter the brightness of a bulb and explain different ways of achieving this?  OL: Can I explain how electricity is produced and identify sources of electricity throughout the home?  STEM links:   * Make an alarm or game using what they have learned within the topic to help them. | | * To ask simple questions and recognise that they can be answered in different ways. * To observe closely, using equipment such as rulers, thermometers etc. * To perform simple tests and recommend adjustments that can be made * Ask relevant questions using different methods of scientific enquiry * Make suitable predictions * Make observations and explain how materials have changed | |

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| **Music – Viking Sagas (composition linked to topic)** | | | |
| **Termly Focus**:  **Composer:** Various (BBC Sounds Unit)  Music: Various Composition based on Listening/Appraising songs  **Instrument:**   * Percussion instruments | | **Key Vocabulary**:   * **Accelerando** gradually getting faster * **Coda** another word for ‘ending’ * **Harmony -** playing several notes together to make “chords”. The word comes from the Greek *harmonia* meaning "to join things up" | |
| **NC Links** | **Knowledge** | | **Skills** |
| *Pupils should be taught to*  Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations | **Learners will:**   * listen and reflect on a piece of orchestral music * invent their own musical motifs and structure them into a piece * perform as an ensemble * learn musical language appropriate to the task   **Objectives:**  OL: Can I compose a rhythmic pattern using tempo and dynamics?  OL: Can I compose an arpeggio in a repeating pattern?  OL: Can I compose syncopated rhythms?  OL: Can I use a pentatonic scale?  OL: Can I use dynamics and stepwise movements? | | * Know how to listen with attention to detail and recall sounds and rhythmic patterns * Listen with attention to detail and recall sounds with increasing aural memory * Learn the ability to bring various instruments and sound together to form a one unified song (or set of sounds) * To perform with confidence and professionalism. |

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| **Computing – Photo editing** | | |
| **NC Links** | **Knowledge** | **Skills** |
| * Use search technologies effectively * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Objectives:**   * OL: Can I explain that digital images can be changed? * OL: OL: Can I change the composition of an image? * OL: Can I describe how images can be edited for different uses? * OL: Can I explain that not all images are as they seem or ‘real’? | * I can consider the effect of adding other elements to my work * I can compare the original image with my completed publication * I can evaluate the impact of my publication on others through feedback * I can sort images into ‘fake’ or ‘real’ and explain my choices * I can combine parts of images to create new images * I c I can identify how an image has been retouched * I can give examples of positive and negative effects that retouching can have on an image |
| **RE – Buddha’s Teachings** | | |
| **NC Links** | **Knowledge** | **Skills** |
| See RE guidance non-statutory 2010 | *Children will learn about the teachings of the Buddha and exploring what he taught about change. They will discuss the importance of reflection, happiness and making the world a better place through their own actions.*  **Objectives:**   * OL: Can I explain how the word contains both good and bad events? * OL: Can I explain the importance of Siddhatta and how they taught many truths? * OL: Can I explain how Buddhists believe that nothing is permanent and everything in changes. * OL: Can I explain the importance of the 8-fold path? | * I can make links between my own belief and faith and those of others. * I am able to explain the story and discuss why people like to think about this story in the modern world. |

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| P**SHE – Dreams and Goals** | | |
| **NC Links** | **Knowledge** | **Skills** |
| See non-statutory guidance NC | **Focus:**   * Know that targets are personal and that they require hard work. * That targets must be reasonable but that it is okay to have big dreams * To know that each step on the way to success can be hard work and things do not always go to plan.   **Vocabulary:**  support, hopes, dreams, goals, targets, steps | OL: Can I tell another person about my own hopes and dreams?  OL: Can I explain that hopes and dreams do not always come true?  OL: Can I use my happy experiences to counteract negative ones?  OL: Can I make plans for my future and set new plans if my old ones do not work out the way I planned?  OL: Do I know how to work in steps to achieve a goal? |

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| **Art – Printing** | | |
| **NC Links** | **Knowledge** | **Skills** |
| * to improve their mastery of art and design techniques, including painting with a range of materials * to improve their mastery of art and design techniques, including drawing with a range of materials * about great artists in history | **Artists:**  William Morris (including Hiroshige and Escher)  **Focus:**  As part of the art unit the children will explore the work of William Morris and links to the natural world.  **Objectives:**   * OL: Can I plan a mono-print with thoughts about how the finished result may look? * OL: Can I print a successful mono-print on varying materials with varying colours? * OL: Can I layer a print to create different effects? * OL: Can I use different mediums to print? (lino printing) | * Use relief and impressed printing processes. * Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.) * Explore images through mono-printing on a variety of papers * Explore colour mixing through overlapping colour prints deliberately. |

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| **PE – Dance (indoor) and Netball (games – outdoor)**  ***NB: Swimming x1 class per term*** | | |
| **NC Links** | **Knowledge** | **Skills** |
| **Dance - Haka**   * use running, jumping, throwing and catching in isolation and in combination * develop flexibility, strength, technique, control and balance [for example, through * athletics and gymnastics]   **Games (netball)**   * use running, jumping, throwing and catching in isolation and in combination. * play competitive games, modified where appropriate [for example, badminton, * basketball, cricket, football, hockey, netball, rounders and tennis | **Dance - Haka**  Create routines using various poses from the Haka dance. Children will understand the terms:   * + Transition   + Rhythm   + Timing   + Dynamics   **Games (netball)**  To apply balance and running technique to handle a ball and run safely. Understand the terms:   * + Pass   + Dribble   + Shoot/aim   + Turn   + Possession   + Tackle | **Dance - Haka**  OL: Can I compose movement phrases showing mirroring?  OL: Can compose movement phrases showing mirroring, unison and travel, action/reaction and basic contact demonstrating the haka actions?  OL: Can I mirror match play actions in a movement phrase?  OL: Can I mirror line out actions in a movement phrase using the Haka?  OL: Can I perform a group dance using rhythm, timing, levels, mirroring and dynamics on the theme of rugby and the haka?  **Games (netball)**  OL: Can I identify the different passes in netball?  OL: Can apply different passes in game-like scenarios?  OL: Can I throw the ball at a target with accuracy?  OL: Can I demonstrate how to keep possession of the ball in a small sided game? (x2 sessions) |
| **NC: Swimming *(on rotation with one class termly)***  pupils should be taught to:   * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and * breaststroke] * perform safe self-rescue in different water-based situations. | | Objectives and skills covered by swimming coaches |

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| **Maths – Multiplication and Division / Measurement – Area** | | |
| **NC Links** | **Knowledge** | **Skills** |
| **Multiplication and Division**   * Recall multiplication and division facts for multiplication tables up to 12 × 12. * Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. * Recognise and use factor pairs and commutativity in mental calculations * Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.   **Measurement – Area**   * Find the area of rectilinear shapes by counting squares | **Multiplication and Division**   * Recap and revise: multiplying 2 digit by 1 digit (partitioning and expanded/short column method) * Recap arrays and link these to partitioning/efficient methods (e.g. 28 x 4 can be solved as 20 x 4 and 8 x 4) * Dividing 2 and 3 digit numbers by 1 * Correspondence problems * Factor pairs * 3 digit by 1 digit using manipulatives to support:      * Multiplication on a number line:      * Make representations suing base 10:   e.g. 34 x 3    **Measurement – Area**   * Recap and revise: perimeter of rectilinear shapes * Area of rectilinear shapes (new) – able to count squares to find area. Make links with arrays and start to use multiplication to find area of regular shapes | **Multiplication and Division**  OL Can I solve problems using 6, 7, and 9 times tables?  OL: can I use an efficient method to solve 2 and 3 digit by 1 digit multiplication problems.  OL: can I divide 2 and 3 digit numbers by 1?  OL: Can I use a number line to multiply/divide?  OL: Can I represent multiplication problems in arrays?  OL: Can I use short written method to multiply and divide?  **Measurement – Area**  OL: Can I find the area of a shape by counting the squares within?  OL: can I explain that square centimetres are used to measure area of shape?  OL: Can I make links between arrays and area? |