

**Engage:** *Viking longboat challenge*  
**Express:** *Viking invasion drama*

**Personal, Social and Emotional Development**

**PSCHE: Good to be me**  
 Recognise and celebrate my achievements  
 Identify passive, aggressive and assertive responses  
 Respond to an issue in an assertive way  
 Differentiate between big and small worries and suggest ways to help

**R.E.: Christianity** - *Is forgiveness always possible for Christians?*  
 Understand how Jesus' life, death and resurrection teaches Christians about forgiveness.  
 Talk about what sort of help we might need to show forgiveness.  
 Describe what a Christian might learn about forgiveness from a Biblical text.  
 Show an understanding of how Christians believe God can help them show forgiveness.

**Understanding of the World**

**HISTORY:**  
 Learn about Britain's settlement by Anglo-Saxons and Scots  
 Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to this time of Edward the Confessor

**GEOGRAPHY:**  
 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  
 Describe and understand key aspects of time geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**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 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  
 Recognise some common conductors and insulators, and associate metals with being good conductors.

**COMPUTING: Digital literacy**  
 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.

**SPRING TERM 2 Objectives**  
**Traders and Raiders**  
**Year 4**

**Mathematics**

To be identified from the individual Success and Challenge banding cards.

**Languages**

**Body parts:**  
 Say or read aloud a sequence of movement commands and body parts to make a physical puppet.  
 Read, identify and use nouns of body parts.  
 Form a simple sentence using adjectives and nouns.  
 Write and read aloud sentences to describe an alien's or monster's body

**Literacy**

**Spoken Language:**  
 Ask relevant questions to extend their understanding and knowledge. Listen and respond appropriately to adults and their peers.  
 Maintain attention and participate actively in collaborative conversations, staying on topics and initiating and responding to comments  
 Articulate and justify answers, arguments and opinions.  
 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

**Reading:**  
 Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.  
 Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these Retrieve and record information from non-fiction.  
 Use dictionaries to check the meaning of words that they have read.

**Writing:**  
 Discuss and record ideas. Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary of sentence structures.  
 Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. In narratives, create settings, character and plots. Assess the effectiveness of their own and others' writing and suggest improvements. Increase the legibility, consistency and quality of their handwriting.  
 Organise paragraphs around. In narratives, creating settings, characters and plot. Assess the effectiveness of their writing and suggest improvements. Increase the legibility, consistency and quality of their handwriting.  
 Organise paragraphs around a theme. In non-narrative material, use simple organisational devices.

**Physical Development**

**Dodgeball:**  
 Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

**Expressive Art and Design**

**DESIGN & TECHNOLOGY**  
 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  
 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  
 Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing accurately)

**MUSIC**  
 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression