

### Knowledge Outcomes

The Viking/ Anglo Saxon period started in 800AD and ended in 1066.

Vikings originally came from Iceland, Norway, Sweden and Denmark.

The Vikings travelled across the North Sea in long boats to new settlements.

'Viking' means 'pirate raid' in Norse language.

**Challenge: Three fantastic contributions that the Vikings made to the modern world were long boats, long houses and compasses.**

### 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.

### Mathematics

Please see the termly Success and Challenge cards.

### Personal, Social and Emotional Development

#### PSCHE: *What strengths, skills and interests do we have?*

Learn how to recognise personal qualities and individuality

Develop self-worth by identifying positive things about themselves and their achievements

Understand how their personal attributes, strengths, skills and interests contribute to their self-esteem

Know how to set goals for themselves

Know how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking

#### 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.

## SPRING TERM 2 Objectives Traders and Raiders Year 4

### Physical Development

#### Dodgeball:

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

Learn how catch a ball in different situations such as standing still and whilst on the move.

Learn how to effectively find and create space for yourself and others

Learn how to move their feet quickly and effectively to dodge any dodgeballs and learn accuracy of shots.

### Languages

#### Body parts:

Revisit parts of the face.

Learn nouns for body parts.

Use adjectives to describe body parts e.g. colours, long / short, left / right.

Learn how to describe someone.

Learn how to identify singular and plural forms of nouns.

### 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.

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#### COMPUTING: iAlgorithm

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

### 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

#### MUSIC

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