

## 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:

**WALT ask relevant questions to extend their understanding and knowledge.** Activities will encourage children to 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: Main Text (Fiction)- 'The Fastest Boy in the world by Elizabeth Laird**

**WALT develop key skills for reading fiction text –** Learning will include retrieving information from text to answer questions/ Developing inference skills and reading between the lines and look for clues in a /Make predictions/ summarise and restate the important main points in text.

**WALT become familiar with different genres such as poetry, plays, non-fiction and reference books or textbooks-** including fairy stories, myths and legends/ retell some of these/Retrieve and record information from non-fiction/Use dictionaries to check the meaning of words that they have read.

**Writing: WALT write for a range of purposes including Fiction, Non-fiction and Poetry –**Writing opportunities will include discussing and recording ideas/Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary of sentence structures /Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. In narratives, creating settings, characters and plot. Assess the effectiveness of their writing and suggest improvements. organisational devices.

## Mathematics

### Number - Decimals

**WALT recognise Tenths as decimals/Tenths on a place value grid/ Tenths on a number line**

### Measurement – Length & Perimeter

**WALT convert between metres and kilometres**

**WALT calculate perimeter by counting squares on a grid -**

Calculate the perimeter of rectangles that are not on a square grid Calculate the perimeter of rectilinear shapes

## Personal, Social and Emotional Development

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

**WALT recognise personal qualities and individuality**

-Learning will involve developing 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 –**

**WALT understand the question 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/

**WALT 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 Activities Traders and Raiders Year 4

## Physical Development

**Dodgeball:**

**WALT play competitive games, modified where appropriate –**Activities - 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. Understand the basic rules of Dodgeball

## Languages

**WALT say key body part words and phrases correctly in French.** Learning will include revisiting words and phrases for 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/ Saying when you feel ill.

**Engage: Creative making of Viking longships**  
**Express: Vikings Workshop**

## Understanding of the World

### HISTORY:

**WALT learn about Britain's settlement by Anglo-Saxons and Scots –**explain key, vocabulary relating to the invaders of Britain/ explore why when and where clans invaded Britain/Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.

**WALT learn about the Viking and Anglo-Saxon struggle for the Kingdom of England**

### GEOGRAPHY:

**WALT use maps, atlases, globes and digital/computer mapping to locate countries and describe**

**features studied:** -Draw sketch maps and plans using standardised symbols and key. Locate the countries of Europe (including Russia) and North and South America.

**WALT describe and understand key aspects of geography through time-** Activities will involve researching why settlements develop in certain locations/identifying what a settlement is/ sort the resources needed for a settlement in order of importance/identify reasons settlers have chosen a site/distribution of natural resources including energy, food, minerals and water

### SCIENCE: Electricity

**WALT Use scientific enquiry to explore electrical games and resources-** Opportunities will encourage children to spend time exploring a range of games that use electricity/materials needed to make a simple electrical circuit/ identify what they know and what they need to know about electricity. Carry out own test, drawing conclusions and recording their findings.

### COMPUTING: Algorithm

**WALT understand what algorithms are; how they are implemented as programs on digital devices;** Explore how programs execute by following precise and unambiguous instructions

## Expressive Art and Design

### DESIGN & TECHNOLOGY

**WALT use research and develop design criteria to inform the design of innovative, functional.**  
**WALT to create 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

**WALT play and perform in solo and ensemble contexts, using their voices and playing musical instruments** Opportunities will be given to play and perform with increasing accuracy, fluency, control and expression.