

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.

Expressive Art and Design

ART: Collage

Select colours and materials for a collage to create effect, giving reasons for their choices

Refine work as they go to ensure precision

Learn and practise a variety of collage techniques, e.g. overlapping, tessellation, mosaic and montage

MUSIC: Rhythm, pitch, notation

Understand the differences between minims, crotchets, paired quavers and rests

Read and perform pitch notation within a defined range
Follow and perform simple rhythmic scores to a steady beat

Physical Development

Cricket

Develop co-ordination and ability to field effectively

Develop ability to hold and use a bat effectively

Athletics

Develop children's ability to jump as far as they can

Learn to hurdle effectively

Learn to throw the javelin effectively

Develop ability to triple jump

Be able to run 400m as fast as possible

Develop children's knowledge of how to use their bodies to maximise their performance

English / 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

Understand that treating a person differently because they are a boy or a girl is known as gender discrimination

Understand how to show their respect for diversity

Be encouraged to learn a range of sports, regardless of gender

Know that ballet is an art form for all genders, such as Matthew Bourne's Swan Lake.

Learn about inspirational and aspirational role models within sport who represent different life choices

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

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

Saying when you feel ill

Understanding of the World

HISTORY:

Find out about the everyday lives of people in Viking times compared with our life today.

Explain how people and events in the past have influenced life today.

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:

Name and locate counties of the UK, key topographical features and land-use patterns, and understand how some have changed over time

Describe and understand key aspects of human geography – types of land use, distribution of natural resources (water, minerals)

SCIENCE: Sound

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

COMPUTING: iProgram

To understand that a program is a sequence of statements written in a programming language

To program a robot to execute a sequence of statements

To understand that computer programs consist of statements that perform a specific task.

To understand that statements can be altered

Strength Lies in Difference

Children to understand and recognise racist behaviours and how to challenge them using their knowledge

Children to be familiar with these key terms and understand their meaning: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity and Identity

Children to understand why people travelled to and from places.

Children to understand the impact of people travelling to different places/countries (migration) has had on societies/communities.