

Knowledge Outcomes

The Viking / Anglo Saxon period started in 800AD and ended in 1066.
 Vikings originally came from Scandinavia.
 The Vikings are often thought of as fierce warriors who raided and conquered other lands.
 The Vikings travelled abroad to buy goods including silver, silk, spices, wine and glass. In return they sold honey, wheat, wool, wood, fur and fish.
 Challenge: The Vikings and Saxons ruled jointly England until 1042, when Edward the Confessor became King of both the Vikings and the Saxons.

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: Composing

Improvise on a limited range of pitches on a tuned instrument.
 Apply musical features to own compositions including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations.
 Use letter names to create short pentatonic phrases.
 Sing and play these phrases as self-standing compositions.
 Begin to recognise note values (minim, crotchet, crotchet rest and paired quavers)

Physical Development

Gymnastics

Show some degree of control and coordination when travelling, rolling, jumping and balancing
 Identify and copy some basic gymnastic actions with some quality
 Can make their body tense, relaxed, stretched and curled
 Transition with some quality
 Demonstrate a level of stamina, strength and speed to enhance 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:
 History focus
 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
 To amend an algorithm to change its outcome
 To program a virtual robot to move and draw
 To create a program that makes choices

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.