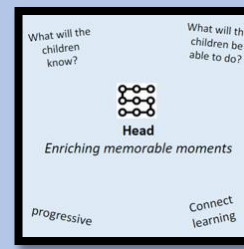


Year Group: 4 Spr1

Main theme/ driving subject: Vikings



Through this unit of work we are...  
Starting to create a Viking museum and a film with children being tour guides.

	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6 Children's Mental Health Week & Internet Safety Day	Week 7
<b>Class Books</b>	Riddle of the Runes The Cure for a Crime	Riddle of the Runes The Cure for a Crime	Riddle of the Runes The Cure for a Crime	Riddle of the Runes The Cure for a Crime	Riddle of the Runes The Cure for a Crime	Riddle of the Runes The Cure for a Crime	Riddle of the Runes The Cure for a Crime
<b>Reading Lenses</b>	Action, Impact, Trawling for evidence	Feelings, setting, inferring / deducing	Noticing, interrogating facts/ opinions, trawling for evidence	Imagining, solving problems, stating predictions	Checking, text layout, trawling for evidence	Asking, setting, your personal opinion	Action, impact, language
<b>Phonics/ Spelling</b>	Phonics recap	Phonics recap	Phonics recap	Phonics recap	Phonics recap	Phonics recap	Phonics recap
<b>Grammar/ Punctuation</b>	Sentence construction	Commas	Adjectives	Homophones	Commas after fronted adverbials	Expanded noun phrases	Editing and evaluating
<b>Writing</b>	Sentence construction	Zoo - narrative	Zoo - narrative	Zoo - narrative	Zoo - narrative	Poetry	Poetry
<b>Maths</b>	Multiplication & Division	Multiplication & Division	Multiplication & Division	Length & Perimeter	Length & Perimeter	Fractions	Fractions
<b>Science</b>		<b>Sound</b> What is sound? How is it made?	<b>Sound</b> How does sound get to your ear?	<b>Sound</b> Why do different musical instruments make different sounds?	<b>Sound</b> How fast does sound travel?	<b>Sound</b> How can we describe sounds?	<b>Sound</b> How many different types of scientists are there?
<b>History</b>		<b>The Vikings</b> Where did the Vikings come from and where did they settle?	<b>The Vikings</b> How did the Anglo-Saxons and Vikings struggle for power?	<b>The Vikings</b> Why did the Vikings settle in Britain?	<b>The Vikings</b> Were the Vikings raiders or traders?	<b>The Vikings</b> What religious beliefs did the Vikings hold?	<b>The Vikings</b> Continued
<b>Geography</b>							
<b>Art</b>		<b>Viking Weaving</b>		<b>Viking Weaving</b>		<b>Viking Weaving</b>	

		<a href="#">Make a weaving frame</a>		Weave using different materials. Include plaiting.		Complete and Evaluate work	
<b>DT</b>					<b>Pavilions</b> Exploring Frame Structures	<b>Pavilions</b> Designing a pavilion	<b>Pavilions</b> Pavilion frame & cladding
<b>Computing</b>		<b>Internet Safety</b> What happens when I search online?	<b>Internet Safety</b> How do companies encourage us to buy online	<b>Internet Safety</b> Fact, opinion or belief?	<b>Internet Safety</b> What is a bot?	<b>Internet Safety Day</b> What is my #TechTimetable like?	
<b>Indoor PE</b>	<b>Circuit Training</b> Exercise Efforts	<b>Circuit Training</b> Upper Body Exercises	<b>Circuit Training</b> Lower Body Exercises	<b>Circuit Training</b> Core Exercises	<b>Circuit Training</b> Setting Targets	<b>Circuit Training</b> Personal Best	<b>Circuit Training</b>
<b>Outdoor PE</b>	<b>Hockey</b> Passing and receiving	<b>Hockey</b> Moving with the ball	<b>Hockey</b> Getting past a player	<b>Hockey</b> Tackling	<b>Hockey</b> Hitting and shooting	<b>Hockey</b> Using your skills	<b>Hockey</b>
<b>Music</b>	Glockenspiels 2 Viking songs	Glockenspiels 2 Viking songs	Glockenspiels 2 Vikings songs	Glockenspiels 2 Viking songs	Glockenspiels 2 Viking songs		
<b>RE</b>		<b>Islam</b> How do Jew celebrate Shevat? (New Year)		<b>Islam</b> What is the covenant?		<b>Islam</b> Why is the Torah important to Jews?	
<b>MFL</b>		Presenting myself		Presenting myself		Presenting myself	
<b>Jigsaw</b>		Dreams & Goals Hope & Dreams <b>PSHRE Learning intention:</b> I can tell you about some of my hopes and dreams <b>Social and emotional development learning intention:</b> I know how it feels to have hopes and dreams	Dreams & Goals Broken Dreams  I understand that sometimes hopes and dreams do not come true and that this can hurt I know how disappointment feels and can identify when I have felt that way	Dreams & Goals Overcoming Disappointment  I know that reflecting on positive and happy experiences can help me to counteract disappointment I know how to cope with disappointment and how to help others cope with theirs	Dreams & Goals Creating New Dreams  I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude	Dreams & Goals Achieving Goals  I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group I can enjoy being part of a group challenge	Dreams & Goals We Did It!  I can identify the contributions made by myself and others to the group's achievement I know how to share in the success of a group and how to store this success experience in my internal treasure chest
Assessment- what do the children need to know?							

<p><b>Science:</b> Children can identify different sources of sound. Children can explain what sound is. Children can explain how sounds are made. Children can explain why different musical instruments make different sounds.</p>	<p><b>History:</b> Know where the Vikings came from (Germany, Denmark and the Netherlands). Know that the Vikings attacked York in AD793. Know that by AD878 Alfred the Great was the only king left and after years of fighting Alfred the Great and the Vikings made a peace agreement. Know that they created an imaginary dividing line through England with the Anglo-Saxons to the West and the Viking lands (Danelaw) to the East. Know that land in Scandinavia's soil was not very fertile so food shortages were common. Know this led to Viking leaders taking (raiding) what they needed from other people. Know the Vikings also traded tools, weapons and jewellery. Know that the Vikings were pagans who believed in many gods who were in charge of different parts of life. <b>GD- Explain why some people in the past are 'stereotyped' and how people of today can also be 'stereotyped'.</b> <b>Skills</b> Use evidence to reconstruct life in time studied. Identify key features of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events. Use evidence to build up a picture of the past. Ask a variety of questions. Use the library and internet for research.</p>	<p><b>Art:</b> Textile skills: Select and arrange materials for a striking effect. Ensure work is careful and precise. Create weavings and use layers of two or more colours. -Use plaiting</p>	<p><b>DT:</b> Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure. Select appropriate materials and techniques to add cladding to their pavilion.</p>
<p><b>MFL</b> Count to 20. Ask somebody how they are feeling, their age, name and where they live. Say how we are feeling, how old we are, what our name is and where we live. Apply rules of adjectival agreement when saying our nationality.</p>	<p><b>GD- Explain why some people in the past are 'stereotyped' and how people of today can also be 'stereotyped'.</b> <b>Skills</b> Use evidence to reconstruct life in time studied. Identify key features of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events. Use evidence to build up a picture of the past. Ask a variety of questions. Use the library and internet for research.</p>		<p><b>Jigsaw:</b> I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.</p>
<p><b>Computing:</b> Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and how to reduce time spent on technology.</p>	<p><b>Indoor PE:</b> Identify parts of the upper and lower body and participate in exercises that use their upper body muscles. Identify core muscles and participate in exercises which use these muscles. Set their own realistic targets for improvements.</p>	<p><b>Outdoor PE:</b> Move in multiple directions at speed and with some success in a game situation. Change direction quickly (dodge) and feint move, using a low body position. Apply within a game situation. Dribble with the ball using different techniques, demonstrating control and speed. Look up when dribbling and pass the ball with control.</p>	<p><b>RE:</b> Describe three key ways in which Jews celebrate new year. Explain why at least this festival is important. Explain the key events in a Jew's life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews. Explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts, eg Life of Abraham. Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses. Identify ways in which the Jews show respect for the Torah, (annual cycle of readings)</p>

