

<u>Year Four Term 5</u>		<u>The Vikings</u>
English		<u>Reading for Enjoyment</u>
	<p><u>MAIN TEXT: The Silence Seeker</u> POETRY Unit 1: Creating Images 3.The Jabberwocky(perform)</p> <p><u>NARRATIVE Unit 4: Stories that raise Issues</u> The Silence Seeker</p> <p>NON-FICTION Unit 1: Report •Magazine article about ...</p>	The Hodgeheg (Dick King-Smith)
Mathematics	<ul style="list-style-type: none"> • Counting and sequences (statistics) • Fractions and decimals (measures) • Fractions and written division • Measures/ volume/capacity and mass • Assessment Week • Position and area 	
Science	<p><u>Living Things and their Habitats</u></p> <ul style="list-style-type: none"> •Can they recognise that living things can be grouped in a variety of ways? •Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates) •Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) •Do they recognise that environments can change and this can sometimes pose danger to living things? <p>Challenging</p> <ul style="list-style-type: none"> •Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment? •Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus) •Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore) 	
History	<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p>This could include:</p> <ul style="list-style-type: none"> •Viking raids and invasion •resistance by Alfred the Great and Athelstan, first king of England •further Viking invasions and Danegeld •Anglo-Saxon laws and justice •Edward the Confessor and his death in 1066 <p>Chronological understanding</p> <ul style="list-style-type: none"> •Can they place periods of history on a timeline showing periods of time? •Can they use their mathematical skills to round up time differences into centuries and decades? <p>Challenging</p> <ul style="list-style-type: none"> •Can they begin to build up a picture of what main events happened in Britain during different centuries? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> •Can they explain how events from the past have helped shape our lives? •Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? •Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? •Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? <p>Challenging</p> <ul style="list-style-type: none"> •Can they recognise that people’s way of life in the past was dictated by the work they did? •Do they appreciate that the food people ate was different because of the availability of different sources of food? •Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? <p>Historical enquiry</p> <ul style="list-style-type: none"> •Can they research two versions of an event and say how they differ? •Can they give more than one reason to support an historical argument? •Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? <p>Challenging</p> <ul style="list-style-type: none"> •Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? 	
Geography	No geography	
Computing	<p><u>Presentation- Power point</u></p> <ul style="list-style-type: none"> •Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience? •Can they insert sound recordings into a multi- media presentation? •Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? <p>Challenging</p> <ul style="list-style-type: none"> •Can they use animation in their presentation? 	

Religious Education	<p><u>What happens when someone gets married?</u></p> <p>Focusing on the Hindu and Muslim Traditions</p> <p>What is a wedding celebration? What important actions take place in a Hindu wedding ceremony? What is the symbolism behind the seven steps? What do Muslims believe about marriage? What happens in a Muslim wedding? What kind of wedding would I like?</p>
Physical Education	<p><u>Unit 1 Striking & fielding</u></p> <p>Health and fitness</p> <ul style="list-style-type: none"> •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? <p>Striking & fielding-Kwik cricket</p> <ul style="list-style-type: none"> •Can they catch with one hand? •Can they throw and catch accurately? •Can they hit a ball accurately and with control? •Can they vary tactics and adapt skills according to what is happening? <p>Evaluating and improving</p> <ul style="list-style-type: none"> •Can they explain how their work is similar and different from that of others? •Can they use their comparison to improve their work? <p><u>Coach – Outdoor / Adventurous</u></p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? <p>Coach – Outdoor / Adventurous</p> <ul style="list-style-type: none"> •Can they follow a map in a more demanding familiar context? •Can they move from one location to another following a map? •Can they use clues to follow a route? •Can they follow a route accurately, safely and within a time limit? <p>Evaluating and improving</p> <ul style="list-style-type: none"> •Can they explain how their work is similar and different from that of others? •Can they use their comparison to improve their work?
Art and Design	<p><u>Take a Seat-Thrones</u></p> <p>Drawing</p> <ul style="list-style-type: none"> •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they explain why they have chosen specific materials to draw with? <p>Sketch books</p> <ul style="list-style-type: none"> •Do they use their sketch books to adapt and improve their original ideas? •Do they keep notes about the purpose of their work in their sketch books? <p>3D/ Textiles</p> <ul style="list-style-type: none"> •Do they experiment with and combine materials and processes to design and make 3D form? •Can they begin to sculpt clay and other mouldable materials? •Can they use early textile and sewing skills as part of a project? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they experiment with different styles which artists have used? (Artist Day) •Can they explain art from other periods of history?
Design and technology	<p>No D&T</p>
Music	<p><u>Exploring Rhythmic Patterns</u></p> <p>Performing</p> <ul style="list-style-type: none"> •Can they perform a simple part rhythmically? •Can they improvise using repeated patterns? <p>Composing</p> <ul style="list-style-type: none"> •Can they use notations to record and interpret sequences of pitches? •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use their notation in a performance? <p>Appraising</p> <ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? <p>Challenge</p> <ul style="list-style-type: none"> •Can they explore and use sets of pitches, e.g. 4 or 5 note scales? •Can they show how they can use dynamics to provide contrast?
French	<p><u>Listening and responding</u></p> <ul style="list-style-type: none"> •Do they understand short passages made up of familiar language? •Do they understand instructions, messages and dialogues within short passages? •Can they identify and note the main points and give a personal response on a passage? (Spoken at near normal speed with no interference. May need short sections repeated.) <p>Speaking</p> <ul style="list-style-type: none"> •Can they have a short conversation where they are saying 2-3 things? •Can they use short phrases to give a personal response?

