



<u>Year group: 4</u>	<u>Term: 5</u>		<u>Enquiry Question: Why did the Vikings and Anglo-Saxons battle for Britain?</u>
	<u>Essential knowledge:</u>	<u>Essential vocabulary</u>	<u>Essential Skills:</u>
Creative development	<p><u>Art</u></p> <p><u>Sculpture- Viking Long Boat</u></p> <ul style="list-style-type: none"> - Know how to use a range of materials to create a sculpture making links to Viking architects. - Know how to recognise the style of Viking knots and patterns. - Know about Viking patterns. - Know how to use a sketchbook to try out ideas to extend upon pieces that have already been designed <p><u>Music</u></p> <p><u>Blackbird</u></p> <p><u>Listen and appraise / History of Music</u></p> <ul style="list-style-type: none"> - To know songs from memory and who sang or wrote them - To know the style of the songs. 	<p>Knots Interweaving Patterns Celtic Borders Decorative Parallel Vertical Horizontal</p> <p><u>Blackbird</u></p> <p>Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale,</p>	<p><u>Art</u></p> <p><u>Sculpture- Viking Long Boat</u></p> <ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Make informed choices about the 3D technique chosen. - Show an understanding of shape, space and form. - Plan, design, make and adapt models. - Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. - Predict and begin to plan how the knot will be sculpted. - Children are able to evaluate their decorative pattern and determine how they think this looks. <p><u>Music</u></p> <p><u>Blackbird</u></p> <p><u>Listen and appraise / History of Music</u></p> <ul style="list-style-type: none"> - To talk about the music and how it makes them feel. - To listen carefully and respectfully to other people's

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	<ul style="list-style-type: none"> - To choose songs and be able to talk about the lyrics and what the song is about. 	unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	thoughts about the music. <ul style="list-style-type: none"> - Use musical vocabulary when talking about music.
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Knowledge & Understanding of the world	<p><u>History</u></p> <p><u>Why did the Vikings and Anglo-Saxons battle for Britain?</u></p> <p>In topic, our children will learn about the Vikings and Anglo-Saxons and will focus on the following:</p> <ul style="list-style-type: none"> - Know why the Romans left Britain. - Understand the consequences of the Romans leaving Britain. - Learn about the Seven Anglo-Saxon Kingdoms. - Understand the reasons for the power struggle between kingdoms. - Learn about the first Viking invasion. - Understand why Vikings attacked monasteries after Lindisfarne. - Know where the Vikings came from and understand why this was an influence for Vikings to invade and settle in Britain. - Understand the tensions between 	Danegeld Danelaw Extortion Invasion Longship Marauder Monastery Norsemen Pagan Picts Plunder Raid Ransack Settler/settlement Valhalla Viking Wergild	<p><u>History</u></p> <p><u>Why did the Vikings and Anglo-Saxons battle for Britain?</u></p> <p>Historical Skills:</p> <ul style="list-style-type: none"> - Place the time period within a chronological framework. - Identify some similarities and differences between the two cultures. - Explore contributing factors towards the Viking invasion. - Investigate the consequences of the Vikings being in Britain e.g. influence on law. - Analyse evidence from the time period and answer questions about its reliability e.g. depictions of Vikings as a race. - Ask relevant historical questions regarding the Vikings based upon the relative position in time. - Explain the impact of the Viking period and how this has impacted their way of life.
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	<p>Viking and Anglo Saxons and consider reasons for peace treaties.</p> <ul style="list-style-type: none"> – Learn about Alfred the Great and explore the reasons for a unified England. – Understand the impacts of a unified England. <p><u>R.E</u></p> <p><u>What do religions teach about caring for our world?</u></p> <ul style="list-style-type: none"> – Explore beliefs and how the universe began – Understand what is meant by stewardship – Explore religious teachings to see how faith members should care for the Earth <p><u>French</u></p> <p><u>What's the time?</u></p> <ul style="list-style-type: none"> – Know how to explore and appreciate the patterns and sounds of language 	<p>Creation Universe God Christianity Heaven Earth Hinduism Vishnu Brahma Lotus Cobra Nothingness Buddhism Life Islam Paradise</p> <p>Heure(s) et demie Et quart Moins le quart</p>	<p><u>R.E</u></p> <p><u>What do religions teach about caring for our world?</u></p> <ul style="list-style-type: none"> – Recognise that the Earth is unique and consider the concept of stewardship – Compare different faith beliefs about how the universe began – Give reasons why people of faith have a sense of awe and wonder about the Earth – Investigate how faith members show care for the environment <p><u>French</u></p> <p><u>What's the time?</u></p> <ul style="list-style-type: none"> – Explore and appreciate the patterns and sounds of language through songs and rhymes and link the spelling.
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	<p>through songs and rhymes.</p> <ul style="list-style-type: none"> – Know how to develop accurate pronunciation when reading familiar words. 		<ul style="list-style-type: none"> – Develop accurate pronunciation when reading familiar words aloud.
SMSC	<p><u>Relationships</u></p> <p>Children are taught to recognise relationships between friends and introduce group dynamics. Similarly, children will identify what each child brings to a relationship between both humans and animals.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> – Identify the web of relationship that children are a part of. – Know how it feels to belong to a range of different relationships. – Know how most people feel when they lose someone or something they love. – Understand that we can remember people even if we no longer see them. – Understand how people feel when they love a special pet. – Understand that losing a special pet brings feelings that can be hard to cope with. – Know how to show love and appreciation to the people and animals who are special to me. 	<p>Relationship</p> <p>Close</p> <p>Distant</p> <p>Contribute</p> <p>Mutual benefit</p> <p>Belonging</p> <p>Caring</p> <p>Loss strategy</p> <p>Shock</p> <p>Disbelief</p> <p>Numb</p> <p>Denial</p> <p>Anger</p> <p>Guilt</p> <p>Sadness</p> <p>Pain</p> <p>Despair</p> <p>Hopelessness</p> <p>Relief</p> <p>Acceptance</p> <p>Depression</p> <p>Souvenir</p> <p>Memento</p> <p>Memorial</p> <p>Loss</p> <p>Memories</p> <p>Special</p> <p>Remember</p> <p>Vegetarianism</p>	<p><u>Relationships</u></p> <p>Children will:</p> <ul style="list-style-type: none"> – Identify someone they love. – Express why the person is special to them. – Explain different points of view on an animal rights issue. – Express my own opinions and feelings on this. – Express my own opinion and feelings on this. – Show love and be loved.



		Opinion Debate Special pet	
Scientific & technological understanding	<p><u>Science</u></p> <p><u>Electrical Circuits</u></p> <ul style="list-style-type: none"> - Learn about the main components of a circuit and explore ways in which simple circuits are constructed. - Learn about electrical safety, and why some appliances are mains powered rather than battery powered. - Understand insulators and conductors, then investigate the conductivity of a range of materials. - Learn about, design and test a variety of switch designs. <p><u>Computing</u></p> <p><u>Writing for different purposes (Unit 4.4)</u></p> <ul style="list-style-type: none"> - To explore how font size and style can affect the impact of a text - To know what is meant by a 	<p>Appliance Electricity Electrical circuit Cell Wire Bulb Buzzer Danger Electrical safety Sign Insulator Wood Rubber Plastic glass Conductors Metal Water Switch Open Closed</p> <p>Journalist Impact Stimulated scenario Incoming communications</p>	<p><u>Science</u></p> <p><u>Electrical Circuits</u></p> <ul style="list-style-type: none"> - Set up simple practical enquiries, comparative and fair tests to determine how circuits work and the variables that may impede electrical conduction. - Identify a variety of electrical appliances. - Make systematic and careful observations. - Draw simple conclusions from their investigations using circuits. - Create models to show how circuits work (or not, if they have insulators in them). - Consider reasons why conductors and insulators are used in different ways inside and outside electrical appliances. - Identify differences, similarities or changes relating these back to simple scientific ideas and processes regarding electrical current. - Suggest ways in which a bulb in a circuit could be made to glow brighter or dimmer, then plan experiments where they may explore their ideas. <p><u>Computing</u></p> <p><u>Writing for different purposes (Unit 4.4)</u></p> <ul style="list-style-type: none"> - To role-play the job of a journalist in a newsroom - To use a stimulated scenario to produce a news report - Interpret a variety of incoming communications

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	<p>stimulated scenario and understand how this can be used to produce a news report</p> <ul style="list-style-type: none"> - To know what are viewed as incoming communications - Explore a variety of written material where the font size and type are tailored to the purpose of the text 	<p>Purpose Persuasive Campaign 2Connect</p>	<ul style="list-style-type: none"> - Use 2Connect to mind-map ideas for a community campaign - Write a persuasive letter or poster as part of their campaign.
<p>Physical development</p>	<p><u>Physical Development</u></p> <p><u>Nimble Nets (Unit 4.5)</u></p> <ul style="list-style-type: none"> - Learn how to drop and hit the ball - Learn how to play collaborative games demonstrating forehand and backhand strokes - Be aware of the correct body position and contact point for an accurate shot - Learn when to play the correct shot in order to beat a partner - Learn how the racket feels and the best methods of holding it 	<p><u>Nimble Nets (Unit 4.5)</u></p> <p>Backhand Drop serve Forehand Rally Rally building Receive Send Trap Volley</p>	<p><u>Physical Development</u></p> <p><u>Nimble Nets (Unit 4.5)</u></p> <ul style="list-style-type: none"> - Get the ball into play - Accurately serve underarm - Play a variety of shots in a game situation and to explore when different shots should be played

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	<p><u>Cool Core- Pilates (Unit 4.5)</u></p> <ul style="list-style-type: none"> - Understand the benefit of Pilates movements - Learn new moves and develop correct technique - Understand why breathing is important throughout all of the moves 	<p><u>Cool Core- Pilates (Unit 4.5)</u></p> <p>Giraffe Mountain ledge Mountain pose Mountain top Pencil point pose Pilates Rock Siamese position</p>	<p><u>Cool Core- Pilates (Unit 4.5)</u></p> <ul style="list-style-type: none"> - Improve balance and coordination - Perform basic Pilates moves with good technique and understanding - Perform some controlled Pilates movements - Develop balance techniques when performing cool core moves - Create a cool core move using balance techniques
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<u>Guided Reading text and other linked books</u>	<u>Previous Learning Links</u>	<u>Adaptations to the curriculum for SEND</u>	<u>Key questions</u>
<p>Roald Dahl - BFG Various non-fiction</p>	<p>Why did the Anglo Saxons and Scots want to settle in Britain? Basic map reading skills – UK and Scandinavia</p>	<p>Visual aids Collaborative learning Knowledge organisers Accessible seating</p>	<p>Why were there seven separate kingdoms and not one United Kingdom of Saxons? Who did the Anglo-Saxons and the Vikings take Britain from? And why wasn't it the Romans? Why did the Vikings attack monasteries? Why did they leave Scandinavia?</p>