

<u>Year Four Term 5</u>		<u>The Vikings</u>
<b>English</b>		<b><u>Reading for Enjoyment</u></b>
	<p><b><u>MAIN TEXT: Robin Hood</u></b></p> <p><b>POETRY</b> The tale of Robin Hood – Poem Robin hood Free Verse</p> <p><b><u>NARRATIVE: Stories that raise Issues</u></b> Robin Hood – Read up to chapter 6, Model Write ch 7,8. (Big Write alternative ending – write own ending for chp 9)</p> <p><b>NON-FICTION: Explanation Text</b> Pie Corbett- How a Jellyfish stings / How a tarantula sheds its skin (Big Write – ch choose own animal)</p>	<p>How to Train a Dragon – Cressida Cowell</p> <p><b><u>Picture Book</u></b> Silence seeker</p>
<b>Mathematics</b>	<p>Maths No Problem Chapter 8 - Decimals Chapter 14 – Roman Numerals Assessment Week</p>	
<b>Science</b>	<p><b><u>Living Things and their Habitats</u></b></p> <ul style="list-style-type: none"> <li>•Can they recognise that living things can be grouped in a variety of ways?</li> <li>•Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)</li> <li>•Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)</li> <li>•Do they recognise that environments can change and this can sometimes pose danger to living things?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment?</li> <li>•Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus)</li> <li>•Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>•Can they raise and answer questions about living things in the local environment throughout the year?</li> <li>•Can they make observations of changes in habitats over time?</li> <li>•Can they group and classify a wide range of living things?</li> <li>•Can they use guides and keys to identify living things in the local environment?</li> <li>•Can they make guides &amp; keys to identify living things in the local environment?</li> <li>•Can they research/collect data exploring the impact (+ve &amp; -ve) of humans on the environment? E.g. gardens &amp; ponds, litter</li> </ul>	
<b>History</b>	<p><b><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>•Viking raids and invasion</li> <li>•resistance by Alfred the Great and Athelstan, first king of England</li> <li>•further Viking invasions and Danegeld</li> <li>•Anglo-Saxon laws and justice</li> <li>•Edward the Confessor and his death in 1066</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>•Can they explain how events from the past have helped shape our lives?</li> <li>•Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>•Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>•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?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they recognise that people’s way of life in the past was dictated by the work they did?</li> <li>•Do they appreciate that the food people ate was different because of the availability of different sources of food?</li> <li>•Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>•Can they research two versions of an event and say how they differ?</li> <li>•Can they give more than one reason to support an historical argument?</li> <li>•Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they independently, or as part of a group, present an aspect they have researched about a given period of</li> </ul>	

	<p>history using multi-media skills when doing so?</p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>•Can they place periods of history on a timeline showing periods of time? Can they order artefacts relating to the time period studied and/or order major invasions of the British Isles (without being given the dates?)</li> <li>•Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they begin to build up a picture of what main events happened in Britain during different centuries?</li> </ul>
<b>Geography</b>	<b>No geography</b>
<b>e-safety</b>	<p><b>Knowledge and Understanding</b></p> <p>Do they understand the need for rules to keep them safe when exchanging learning and ideas online?</p> <ul style="list-style-type: none"> <li>•Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?</li> <li>•Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?</li> <li>•Can they use strategies to verify information, e.g. cross-checking?</li> <li>•Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?</li> <li>•Do they understand that copyright exists on most digital images, video and recorded music?</li> <li>•Do they understand the need to keep personal information and passwords private?</li> <li>•Do they understand that if they make personal information available online it may be seen and used by others?</li> <li>•Do they know how to respond if asked for personal information or feel unsafe about content of a message?</li> <li>•Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?</li> <li>•Do they know how to report an incident of cyber bullying?</li> <li>•Do they know the difference between online communication tools used in school and those used at home?</li> <li>•Do they understand the need to develop an alias for some public online use?</li> <li>•Do they understand that the outcome of internet searches at home may be different than at school?</li> </ul> <p><b>Skills</b></p> <p>Do they follow the school's safer internet rules?</p> <ul style="list-style-type: none"> <li>•Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?</li> <li>•Can they begin to identify when emails should not be opened and when an attachment may not be safe?</li> <li>•Can they explain how to use email safely?</li> <li>•Can they use different search engines?</li> </ul>
<b>Computing</b>	<p><b>Purple Mash 2Code (Gibbon)</b></p> <ul style="list-style-type: none"> <li>•Can they use repeat instructions to draw regular shapes on screen, using commands?</li> <li>•Can they experiment with variables to control models?</li> <li>•Can they make turns specifying the degrees?</li> <li>•Can they give an on-screen robot specific directional instructions that takes them from x to y?</li> <li>•Can they make accurate predictions about the outcome of a program they have written?</li> </ul> <p>(Purple Mash lesson plans)</p>
<b>Religious Education</b>	<p><b><u>What happens when someone gets married?</u></b></p> <p><b>Focusing on the Hindu and Muslim Traditions</b></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>
<b>Physical Education</b>	<p><b><u>Unit 1 Striking &amp; fielding</u></b></p> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>•Can they explain why warming up is important?</li> <li>•Can they explain why keeping fit is good for their health?</li> </ul> <p><b>Striking &amp; fielding-Kwik cricket</b></p> <ul style="list-style-type: none"> <li>•Can they catch with one hand?</li> <li>•Can they throw and catch accurately?</li> <li>•Can they hit a ball accurately and with control?</li> <li>•Can they vary tactics and adapt skills according to what is happening?</li> </ul> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>•Can they select and use the most appropriate skills, actions or ideas?</li> <li>•Can they move and use actions with co-ordination and control?</li> <li>•Can they make up their own small-sided game?</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>•Can they explain how their work is similar and different from that of others?</li> <li>•Can they use their comparison to improve their work?</li> </ul> <p><b><u>Coach – Outdoor / Adventurous</u></b></p> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>•Can they select and use the most appropriate skills, actions or ideas?</li> </ul>

	<p><b>Coach – Outdoor / Adventurous</b></p> <ul style="list-style-type: none"> <li>•Can they follow a map in a more demanding familiar context?</li> <li>•Can they move from one location to another following a map?</li> <li>•Can they use clues to follow a route?</li> <li>•Can they follow a route accurately, safely and within a time limit?</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>•Can they explain how their work is similar and different from that of others?</li> <li>•Can they use their comparison to improve their work?</li> </ul>
<b>Art and Design</b>	<p><b>3-D Art</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>•Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>•Can they explain why they have chosen specific materials to draw with?</li> </ul> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>•Do they use their sketch books to adapt and improve their original ideas?</li> <li>•Do they keep notes about the purpose of their work in their sketch books?</li> </ul> <p><b>3D/ Textiles</b></p> <ul style="list-style-type: none"> <li>•Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>•Can they begin to sculpt clay and other mouldable materials?</li> <li>•Can they use early textile and sewing skills as part of a project?</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•Can they experiment with different styles which artists have used? (Artist Day)</li> <li>•Can they explain art from other periods of history?</li> </ul>
<b>Design and technology</b>	No D&T
<b>Music</b>	<p><b>Exploring Rhythmic Patterns</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>•Can they perform a simple part rhythmically?</li> <li>•Can they improvise using repeated patterns?</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>•Can they use notations to record and interpret sequences of pitches?</li> <li>•Can they use standard notation?</li> <li>•Can they use notations to record compositions in a small group or on their own?</li> <li>•Can they use their notation in a performance?</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>•Can they explain the place of silence and say what effect it has?</li> <li>•Can they start to identify the character of a piece of music?</li> <li>•Can they describe and identify the different purposes of music?</li> <li>•Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>•Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li> <li>•Can they show how they can use dynamics to provide contrast?</li> </ul>
<b>French</b>	<p><b>Listening and responding</b></p> <ul style="list-style-type: none"> <li>•Do they listen and show understanding of short phrases through physical response?</li> <li>•Do they listen and identify words in songs and rhymes and demonstrate understanding?</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>•Do they ask and answer several simple and familiar questions with a rehearsed response?</li> <li>•Do they use familiar vocabulary to say simple sentences using a language scaffold?</li> <li>•Do they make simple rehearsed statements about themselves, objects and people?</li> <li>•Do they say a simple rhyme from memory?</li> <li>•Do they join in with words of a song or storytelling?</li> </ul> <p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>•Do they read and recognise some letter strings in familiar words and pronounce when modelled and observing silent letter rules?</li> <li>•Do they read and show understanding of simple familiar phrases and short sentences?</li> <li>•Do they use context to predict the meaning of new words?</li> <li>•Do they use a bi-lingual dictionary to find the meaning of individual words?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>•Do they write and say a more complex sentence to describe people, places, things and actions using a language scaffold?</li> <li>•Do they write simple familiar short phrases from memory with understandable accuracy?</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>•Do they demonstrate understanding /use of nouns/plurals/1st &amp; 2nd person regular present verbs/adjective position?</li> </ul>

<p><b>PSHE</b></p>	<p><b>e-safety lesson</b></p> <p><b><u>Relationships</u></b></p> <p><b>Relationship web</b>                      Do they know how to make friends?</p> <p><b>Love and loss</b>                         Can they try to solve friendship problems when they occur?</p> <p><b>Memories</b>                                Can they help others to feel part of a group?</p> <p><b>Are animals special?</b>                Can they show respect in how they treat others?</p> <p><b>Special pets</b>                            Do they know how to help themselves and others when they feel hurt or upset?</p> <p><b>Celebrating my relationship with people and animals</b>    Do they know and show what makes a good relationship?</p>
<p><b>Enrichment</b></p>	<ul style="list-style-type: none"> <li>• Use of laptops</li> <li>• Visitors- Hindu/ Muslim weddings</li> <li>• Educational visit- Geffrye Museum Chairs</li> <li>• Science week experiments, educational visits and visitors Natural History Museum</li> <li>• Tower of London</li> </ul>