



**SEAFORD PRIMARY SCHOOL**

Year 4 Term 3

<p>Topic Title- <b>Anglo Saxons and The Vikings</b></p>		
<p><b>History</b>  <b>Knowledge and understanding</b>            To know about the Anglo Saxons and the Vikings and their impact on Britain            Recognise some of the similarities and differences between periods.  <b>Chronology</b>  <i>To be able to place events from period studied on timeline; use terms related to the period and begin to date events; understand more complex terms e.g. BC/AD</i>  <b>Historical Contexts</b>            To be able to look at evidence available; begin to evaluate the usefulness of different sources; use text books and historical knowledge.            Understand the difference between primary and secondary sources.  <b>Organise, evaluate and communicate information</b>            To be able to recall, select and organise historical information; communicate their knowledge and understanding.            To be able to display findings in a variety of ways.  <b>Enquiry</b>            To be able to use evidence to build up a picture of a past event; choose relevant material to present a picture of one aspect of life in time past; ask a variety of questions; use the library and Internet for research            Use evidence to reconstruct life in a period of history.            Identify key features and events in the historical period studied.  <b>Causes and Consequences</b>            Look for links and effects in time studied; offer s reasonable explanation for some events.</p>	<p><b>Geography – Knowledge</b>            To identify types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water   <b>Skills</b>            use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied             E.g. how invaders have come to UK            Begin to match boundaries of countries            Use digital/computer mapping to locate countries and describe features</p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.  <u>Working Scientifically</u></li> <li>asking relevant questions and using different types of scientific enquiry to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions..</li> </ul>
<p><b>English</b>  <b>Text/Genres</b>  <u>Invasion (Anglo-Saxons and Vikings)</u>  <i>'How To Train Your Dragon' by Cressida Cowell</i>            Monster stories/legends (inspired by Beowulf)            Instructions            Recount  <b>Writing Opportunities</b>            Dragon story            Monster story            Instructions for how to catch a dragon            Anglo-Saxon day</p>	<p><b>Maths (opportunities for maths links)</b>            Continue to develop mathematical and reasoning skills            Developing multiplication facts up to 12 x 12.            Multiplying a 2 digit number by a 1 digit number.            Multiplying a 3 digit number by a 1 digit number.            Dividing a 3 digit by a 1 digit.            Work efficiently with multiplication.</p>	<p><b>Computing</b>  <b>E-Safety</b>            An e-safety lesson appropriate for your class  <b>Coding: Interactive Chatbot</b>            To plan and design a chatbot            To create and use a variable            To ask a question in Scratch            To use selection            To test and debug a program</p>

<p><b>Design Technology-No Specific DT this term</b></p> <p><b>Investigate</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p> <p><b>Design and Make</b> Saxon Pottery select from and use a wide range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Evaluation</b> understand how key events and individuals in design and technology have helped shape the world</p>	<p><b>Art and Design Knowledge</b> Learn about and describe some of the key ideas, techniques and working practices of a variety of artist, craft makers, architects and designers studied. Demonstrate how tools they have chosen to work with should be used effectively and with safety.</p> <p><b>Ideas</b> Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p><b>Drawing Skills</b> Explore varied use of pattern and line to create texture. Designing Anglo Saxon pattern.</p> <p><b>Craft Skills-Anglo-Saxon Print</b> Cut a simple stencil and use this for making printed shapes. Anglo-Saxon repeating pattern.</p> <p><b>3-D Skills (Anglo Saxon Ships)</b> Plan and design a sculpture using card, wire, paper, found objects, clay or modelling materials, masking tape, gum strip tape, string and glue to build, stack and assemble. Construct from own ideas in sketchbook. Adapt and change plans as it progresses. Keep notes about the purpose of the work in sketchbooks. Understanding how to finish and present their work to a good standard</p>	<p><b>P.E</b> Indoor PE begins with gymnastics, particularly floor work, moving onto the apparatus. Outdoor P.E. will further develop invasion games. The skills below are developed in each P.E. unit.</p> <p><b>Skilfulness</b> To move, stop and remain still with balance and clarity of movement and shape. To repeat simple combinations of skills and actions showing coordination and changes in direction and speed. To use a range of skills that make use of equipment with basic consistency and accuracy.</p> <p><b>Condition, Health and Well-being</b> To be able to use their own and others' ideas for movement, tactics and compositions. To describe how they feel after exercise. To know the importance of physical activity, diet and sleep to make them feel good and well.</p> <p><b>Decision Making</b> To come up with their own ideas for warming up and practising. To be able to identify skills, actions and parts of sequences that are good quality. To be able to describe the differences and similarities between sequences.</p>	
<p><b>RSHE</b> I can tell you about some of my hopes and dreams I understand that sometimes hopes and dreams do not come true and this can hurt I know that reflecting on positive and happy experiences can help me to counteract disappointment I know how to make a new plan and set new goals even if I have been disappointed. I know how to work out the steps to take to achieve a goal and can do this successfully or part of a group. I can identify the contributions made by myself and others to the groups achievements.</p>	<p>R.E. Teachings, Stories and Authority Know the significant events in Jesus' life (epiphany, candlemas, shrove Tuesday, ash Wednesday, baptism, lent, temptations) Pupils consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama Pupils discover and explore what Jewish people, humanists and Christians teach about how people can live together for the wellbeing of all</p>	<p>Music Singing Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.'</p>	<p>French We will learn a new song and practise more sentence-making using vocabulary we learn from the song. We will continue to practise conversation topics so far with a focus on practising talking about our birthdays.</p>
<p>Super Start - Anglo Saxon artefacts. Children to look for clues to Learning Journey and give reasons for their thoughts. Mystic Middle – Battle between 2 teachers. One dressed as Anglo-Saxon, one dressed as Viking Epic End – Anglo Saxon day Careers links-Habitats- <a href="http://learning.southdowns.gov.uk/resource-finder/">http://learning.southdowns.gov.uk/resource-finder/</a> Range of curriculum resources <a href="https://plprimarystars.com/resources">https://plprimarystars.com/resources</a></p>			