



SEAFORD PRIMARY SCHOOL

Year 4 Term 4

<p>Topic Title- The Anglo Saxons and The Vikings</p>		
<p>History Knowledge and understanding To know about the Anglo Saxons and the Vikings and their impact on Britain Recognise some of the similarities and differences between periods. Chronology <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> Historical Contexts 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. Organise, evaluate and communicate information 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. Enquiry 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. Causes and Consequences Look for links and effects in time studied; offer a reasonable explanation for some events.</p>	<p>Geography – Knowledge</p> <p>To begin to identify and describe how places can change To be able to describe and discuss how and why people live in an area Use research, fieldwork, experience and data to make decisions relating to topic or theme Annotate a sketch with descriptive and explanatory labels. Add title, location and direction to sketch Eg how invaders have come to UK Begin to match boundaries of countries</p> <p>Key Skills: Use digital/computer mapping to locate countries and describe features</p>	<p>Science- ELECTRICITY</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit based on whether or not a lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights on a simple series circuit. Recognise some common conductors and insulators and associate metals with being good conductors. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiry to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions reporting findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities and changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their finding
<p>English Text/Genres <u>Invasion (Anglo-Saxons and Vikings)</u> 'How To Train Your Dragon' by Cressida Cowell Monster stories/legends (inspired by Beowulf) Instructions Recount</p> <p>Writing Opportunities</p>	<p>Maths (opportunities for maths links) Analyse field work data through graphs and charts</p>	<p>Computing E-Safety Lesson objective linked to the needs of the class Coding: Game (Boat Race) To trace code and understand what it does To use repetition and selection To use a variable to create a timer To introduce challenge to a game</p>

<p>Dragon story Monster story Instructions for how to catch a dragon Anglo-Saxon day</p>		<p>To introduce challenge to a game To add extra functionality</p>		
<p>Design Technology Jewellery Investigate To investigate a range of products to identify how they are structured/how they are structured Design and Make to select appropriate tools and techniques for making their product to develop a clear idea of what has to be done, planning how to use materials, equipment and processes. Evaluation To evaluate products throughout the design make process and suggest alternative methods of making, if the first attempts fail</p>	<p>Art and Design-Jewellery Knowledge 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. Apply the technical skills they have learnt to improve the quality of their work Ideas Gather information and ideas from varied sources, including the internet, photos, magazines etc. <i>Art uk/Tate etc.</i> Realise and record thoughts and ideas using varied techniques and media to express their moods and feelings Skills 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>P.E Indoor PE Outdoor P.E. -DETAILS NEED UPDATING HERE <u>Skilfulness</u> 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. <u>Condition, Health and Well-being</u> 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. <u>Decision Making</u> 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>PSHE I recognise how different friendships groups are formed, how I fit into them and the friends I value the most. I understand that there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I understand the facts about alcohol and its effects on health, particularly the liver and some of the reasons people drink alcohol I can recognise when people are putting me under pressure and can explain ways to resist this when I want. I know myself well enough to have a clear picture of what I believe is right and wrong.</p>	<p>R.E. Celebration Understand the significance of Jesus' experience in the garden of Gethsemane Pupils develop their understanding of beliefs about life after death in two religions and humanism Pupils discuss and debate reasons why different people have different ideas about the divine, e.g. whether God is real and what God is like. The Individual, Family and Community Explore the significance of Bar/ Bat Mitzvah in the Jewish religion Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them Pupils discuss different perspectives on questions about the beginnings of life on earth, so that they can describe the different ways science and religion treat the question of origins.</p>		<p>Music Composing Explore and perform different types of accompaniment. Explore and select different melodic patterns. 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 – visitor to do activities e.g. battle, burial, artefacts. (Domini Walton) Careers links-Habitats- http://learning.southdowns.gov.uk/resource-finder/ Range of curriculum resources https://plprimarystars.com/resources</p>				