


<p><b>Topic Name – Viking</b>  <b>Disposition Developing Commitment:</b> Remembering Roots.</p> 	<p><b>Year Group - Year 4 Spring 2</b>  <b>Topic Purpose Question – How did Britain change after the Roman withdrawal?</b></p>	<p><b>Curriculum Coverage: History</b>  <b>Topic Purpose –</b> to give a secure knowledge and understanding about life in Britain after the Roman withdrawal. Learning about Viking invasions up to the Norman conquest and how a range of sources can help construct information from the past. Thinking about how the Vikings migrated to other countries and how this has shaped the world today.</p>	<p><b>Class Novel: The Boy at the Back of the Class.</b>  <b>Purpose-</b> Modern day author who is tackling social issues of today.</p>
<p><b>Links to previous topics.</b>  Year 2 Explorers  Year 3 Stone Age to Iron Age  Year 3 The Romans  Year 4 Anglo-Saxons</p> <p><b>Links to future topics.</b>  Year 5 Industry  Year 6 World Wars</p> <p><b>Engage Stage</b></p> <p>Workshop on Saxons revisiting knowledge from the previous topic and Vikings introducing new knowledge. The workshop will allow for the children to understand how the two time periods link.</p>	<p><b>PE</b>  <b>Swimming – Teacher Led</b>  Children will be taught by experienced qualified Swimming Instructors. The children dependent on their experience and skill will be taught in a group with peers of the same ability and confidence. See planning.</p> <p><b>Handball – Sport’s Coach Led</b>  To protect the ball from our opponent after catching it, basic overarm shooting technique.  To build an attack in a team using a 3-man weave.  To perform turns on the move to get back and defend.  To perform a 7-metre throw with power and accuracy.  To use a throw-off to restart a game.  <b>Key Vocabulary:</b> Footwork, foul, free throw, link, teamwork, double dribble, 3-step, 3-man weave.</p> <p><b>Dance unit 1 – Teacher Led</b>  To create a secret agent solo dance.  To remember, perform and master an agent phrase.  To develop a trio dance using relationship variations.  To create a combat trio  To use gestures to create a secret mission ending.  To perform a secret agent dance with control, precision and skill.  <b>Key Vocabulary:</b> Solo, trio, relationship, formations, action, reaction, musicality, performance, combat, secret agent, mission.</p>		<p><b>History</b>  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ol style="list-style-type: none"> <li>1. What image do we have of the Vikings?</li> <li>2. How did the Vikings try to take over the country and how close did they get?</li> <li>3. Raiders or settlers: how should we remember the Vikings?</li> <li>4. What factors impact Viking withdrawal and how did this influence England?</li> </ol> <p><b>Key Vocabulary:</b> Point of view, Version, Interpretation, Reliable, Unreliable, Danegeld, Danelaw, Heathen, Runes, Traders</p> <p><b>Geography</b>  <b>Geographical Skills and Fieldwork.</b>  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Activities: Geography of invasion.  <b>Purpose Question:</b> How did the geography of Britain help or hinder invaders?</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  Activity: Use Ordnance Survey map of the south-west of England to locate different historical sites.</p>
<p><b>Oracy</b></p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p><b>Physical</b></p> <p><b>Voice</b></p> <ul style="list-style-type: none"> <li>- Pace of speech</li> <li>- Tonal variation</li> <li>- Clarity of pronunciation</li> <li>- Voice projection</li> </ul> <p><b>Body language</b></p> <ul style="list-style-type: none"> <li>- Gesture &amp; posture</li> <li>- Facial expression &amp; eye contact</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p><b>Physical</b></p> <p>Amazing, you were speaking at just the right volume for a trio discussion!</p> <p>Your body language showed me that you were very open to other people’s ideas.</p> <p>It was wonderful how you paused just for a moment to let what you were saying sink in.</p> </div> </div> <p><b>Instigate - Starts the discussion or moves it onto a new point.</b></p> <ul style="list-style-type: none"> <li>• I think we should consider...</li> <li>• I would like to start by saying...</li> <li>• Let’s also think about...</li> </ul> <p><b>Build - Adds to or builds on an idea.</b></p> <ul style="list-style-type: none"> <li>• I agree and would like to add...</li> <li>• Adding onto what ___ said...</li> <li>• Building on ___ said...</li> </ul> <p><b>Challenge – Give reason/s to disagree or present an alternative argument.</b></p> <ul style="list-style-type: none"> <li>• Respectfully, I disagree with.... because....</li> <li>• I hear what you’re saying but...</li> <li>• On the other hand, ....</li> </ul>	<p><b>Science Whole Term Coverage</b>  <b>Animals including Humans</b>  Describe the simple functions of the basic parts of the digestive system in humans.  Pupils should be introduced to the main body parts associated with the digestive system, such as the mouth, tongue, teeth, oesophagus, stomach and intestines and explore questions that help them to understand their special functions. They might draw and discuss their ideas about the digestive system and compare them with models and images.  Possible activities:  - Introduce the main body parts associated with the digestive system and explore questions that help them to understand their special functions.  -The science of spit.</p> <p>Identify the different types of teeth in humans and their simple functions.  Pupils to work scientifically by comparing the teeth of carnivores and herbivores, and suggesting reasons for differences, finding out what damages teeth and how to look after them.  Pupils to work scientifically by comparing the teeth of carnivores and herbivores and suggesting reasons for differences, finding out what damages teeth and how to look after them.  Possible activities:  -Types of teeth  -Dental impressions  -Chop Tear and Grind  <b>Purpose Question Love to Investigate–</b> How does toothpaste protect teeth?</p> <p>Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.  Possible activity: Investigating tooth decay.  <b>Purpose Question:</b> What are the effects of different types of drinks on teeth and how does this information help us understand how to look after our teeth?</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.  Activity: Look at a variety of food chains, looking at the roles that different producers, predators and prey and connected these chains to carnivores and herbivores.</p> <p><b>Key Vocabulary:</b> digestive system, food chains, producers, predators, prey, oesophagus, stomach, intestine, carnivore, herbivore, canine, incisor, molar</p>		<p><b>Computing</b>  <b>Data and information – Data and logging</b></p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p> <p>To use a digital device to collect data automatically.  To use a set of logged data to find information.  To use a computer program to sort data by one attribute.  To export information in different formats.</p> <p><b>Key Vocabulary:</b> Input device, sensor, data logger, logging, data point, interval, analyse, data set, import, export, analyse, review, conclusion</p> <p><b>DT</b>  <b>Food –</b> adapting a recipe – see planning</p> <p><b>Food Skills:</b> Range of equipment and range of techniques – sifting, mixing, stirring, cutting and measuring. Food hygiene needs to be covered.</p> <p><b>Key Vocabulary:</b> Adapt, Budget, Hygiene, Market research, Modify, Pounds, Sieve, Sift, Target audience</p>
<p><b>Music</b>  <b>Music is delivered by Junior Jam</b>  Keyboards  Level 2</p>	<p><b>RE</b>  Theme: Easter  <b>Key Question:</b> Is forgiveness always possible for Christians?  Religion: Christianity  Disposition: Creating Unity and Harmony  <b>Key Vocabulary:</b> Salvation, Last Supper, The Lord’s Prayer, Salvation, Gospel</p>	<p><b>PSHE</b>  <b>Healthy Me</b>  My Friends and Me  Group Dynamics  Celebrating My Inner Strength and Assertiveness  Good Health Week</p>	<p><b>MFL-Spanish</b>  <b>Planning through Language Angels.</b></p> <p>Unit: Presenting myself</p>