



<p>Topic Name – Viking</p> <p>Disposition Developing Commitment: Remembering Roots.</p>	<p>Year Group - Year 4 Spring 2</p> <p>Topic Purpose Question – How did Britain change after the Roman withdrawal?</p>		<p>Curriculum Coverage: History</p> <p>Topic Purpose – 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>Class Novel: The Saga of Eric the Viking.</p> <p>Purpose- Topic specific vocabulary as well as immersing the children in another style of writing and narrative.</p>
<p><u>Links to previous topics.</u></p> <p>Year 2 Explorers</p> <p>Year 3 Stone Age to Iron Age</p> <p>Year 3 The Romans</p> <p>Year 4 Anglo-Saxons</p> <p><u>Links to future topics.</u></p> <p>Year 5 Industry</p> <p>Year 6 World Wars</p>	<p>History</p> <p>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">What image do we have of the Vikings?How did the Vikings try to take over the country and how close did they get?Raiders or settlers: how should we remember the Vikings?What factors impact Viking withdrawal and how did this influence England? <p>Key Vocabulary: Point of view, Version, Interpretation, Reliable, Unreliable, Danegeld, Danelaw, Heathen, Runes, Traders</p>		<p>Art</p> <p>Printing</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Teach about a range of great artists, architects and designers in history.</p> <p>Activity: Look and copy a range of intricate Anglo-Saxon pattern work using print block.</p> <p>Key Vocabulary: Imprint, impression, mould, monoprint, background, marbling, surface, absorb, stencil, linear, register, manipulate, block, repeat, continuous.</p>	
<p><u>Engage Stage</u></p> <p>Revist images from the workshop at the start of the term. Brain dump what do they remember about the Vikings?</p> <p>Quiz the children on the substantive knowledge from this workshop to retrieve this knowledge back to the working memory.</p>	<p><u>Science Whole Term Coverage</u></p> <p>Animals including Humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>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 the to understand their special functions. They might draw and discuss their ideas about the digestive system and compare them with models and images.</p> <p>Possible activities:</p> <ul style="list-style-type: none">- 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>Identify the different types of teeth in humans and their simple functions.</p> <p>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.</p> <p>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.</p> <p>Possible activities:</p> <ul style="list-style-type: none">-Types of teeth-Dental impressions-Chop Tear and Grind <p>Purpose Question Love to Investigate– 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.</p> <p>Possible activity: Investigating tooth decay.</p> <p>Purpose Question: What are the effects of different types of drinks om 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.</p> <p>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>Key Vocabulary: digestive system, food chains, producers, predators, prey, oesophagus, stomach, intestine, carnivore, herbivore, canine, incisor, molar</p>		<p><u>Computing</u></p> <p>Data and information – Data and logging</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>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.</p> <p>To use a set of logged data to find information.</p> <p>To use a computer program to sort data by one attribute.</p> <p>To export information in different formats.</p> <p>Key Vocabulary: Input device, sensor, data logger, logging, data point, interval, analyse, data set, import, export, analyse, review, conclusion</p>	
<p><u>Music</u></p> <p>Music</p> <p>Music is delivered during PPA by Junior Jam</p> <p>Singing</p> <p>Level 2</p>	<p><u>RE</u></p> <p>Theme: Easter</p> <p>Key Question: Is forgiveness always possible for Christians?</p> <p>Religion: Christianity</p> <p>Disposition: Creating Unity and Harmony</p>	<p><u>PSHE</u></p> <p>Healthy Me</p> <p>My Friends and Me</p> <p>Group Dynamics</p> <p>Celebrating My Inner Strength and Assertiveness</p> <p>Good Health Week</p>	<p><u>PE</u></p> <p>Swimming – Teacher Led</p> <p>Children will be taught by experienced qualified Swimming Instructors.</p> <p>The children dependent on their experience and skill will be taught in a group with peers of the same ability and confidence.</p> <p>See planning.</p> <p>Handball – Sport’s Coach Led</p>	
<p><u>MFL-Spanish</u></p> <p>Planning through Language Angels.</p> <p>Unit: Presenting Myself</p>				