

Essential Question: Would it be better if the Anglo- Saxons and Vikings never came to Britain?	Year 4: Autumn Term	Visit: Viking Visitor
<p>Community Links: Harvest Festival – Local Church and a local charity to share food donations. Excellence and Enjoyment- Bag making with parents</p>	<p>Enterprise Activity (A: Business):We will make bags to sell at the Christmas Fair</p>	 <h1 style="color: red; margin-left: 20px;">Vikings</h1>
Key Outcomes	Key Outcomes	Key Outcomes
<p>Reading How to Train your Dragon: Children will use this book to infer information about the Vikings. They will investigate the books main theme of not judging a book by its cover and friendship. Beowulf- KS2 version: This story will enable children to further develop their understanding of the Viking era and learn more historical vocabulary from this time. Fireworks- Enid Blyton: Children will study this imagery poem during Bonfire Night celebrations and will work on their intonation, enthusiasm and volume when performing sections of the poem to the class.</p>	<p>Writing Non- Chronological Reports- Children will research the Anglo-Saxons and Vikings using various sources to help create a detailed non-chronological report about this time in history. Imagery poems: Children will write imagery poems based on the Beowulf story. These poems will center around our own imaginary monsters. Narrative- Children will write their own story based on Cressida Cowell’s How to Train Your Dragon. This story will mimic Cowell’s style and will be based around contrasting and conflicting characters. Instructions- Children will produce detailed instructional texts based on how to make a Viking survival bag after making one in DT.</p>	<p>Maths Place value and negative numbers- Children will count backwards through zero to include negative numbers and will understand what happens to numbers when they go beyond zero. Addition, subtraction, multiplication and division- Children will add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. They will recall multiplication and division facts for multiplication tables up to 12 x 12.</p>
<p>Displays Enterprise: The display will show the journey of evaluating products, researching what appeals to the customer and designing a bag. It will also show previous examples of bags that the children will be producing for the Christmas fair. MFL: The display will show the English and French words and pictures to represent different types of transport. It will display pupil’s work describing their journey to school. Art: The display will celebrate the work of Van Gogh. The pupils work will be observations and comparisons of his work. There will also be sketches of different expressions and of Viking warriors.</p>	<p>Science Electricity Pupils will identify common appliances that use electricity and the main components of an electric circuit. They will understand how a switch works and they will investigate insulators and conductors. Sound Pupils will investigate how sound is caused by vibrations, how it travels and how it is changed.</p>	<p>PSHE Being me in my world: Children will learn about becoming a class team, being a school citizen, rights responsibilities and democracy, rewards and consequences, their learning charter and owning their learning charter. Celebrating Differences: Children will learn about judging by appearances, understanding influences, understanding bullying, problem solving, special me and celebrating difference: ‘how we look’.</p>

<p><u>Computing</u> Effective Search Browser (research on climate change/impact of humans on environment) Children will locate information on the search results page and use search effectively to find out information. They will be taught to assess whether an information source is true and reliable.</p> <p>Writing for Different Audiences (present videos/posters/leaflets for the campaign at Christmas fair) children will learn that technology can be used to organize, reorganize, develop, and explore ideas, and that working with information in this way can aid understanding. Children will explore how font size and style can affect the impact of a text. Children have used 2Connect to mind-map ideas. They will write a news report and use a simulated scenario to advertise their Christmas Fair bag sale.</p>	<p><u>PE</u> Dance- children will use coordination, timing and teamwork to create an Anglo-Saxon dance which will be performed to an audience.</p> <p>Football- Children will move and dribble the ball in different directions and speeds, they will pass and shoot and use these skills to play a 7 sided game.</p> <p>Gymnastics- Children will learn how to complete a variety of balances, leaps, turns, jumps and rolls so they can perform partner and individual sequences on the ground and on equipment.</p> <p>Rugby- Children will use ball handling and passing skills to establish defensive techniques to play tag rugby games.</p>	<p><u>History</u> Would it be better if the Anglo- Saxons and Vikings never came to Britain? <u>Similarities and Difference</u> Children will compare Britain’s settlement by Anglo Saxon’s and Scots to the Roman Invasions. <u>Continuity and Change</u> Pupils will consider the values of Britishness. The Vikings, Anglo-Saxons and Scots <u>Cause and Consequence</u> Children will investigate treaties and other agreements during the Viking and Anglo-Saxon struggle for the Kingdom of England and to the time of Edward the Confessor. <u>Continuity and Change</u> Invaders or Settlers? Children will focus on the political theme to explore change.</p>
<p><u>Art and DT</u> Painting Children will create a painting of a Viking Invader using acrylic paints. They will look at other famous portrait painters such as Van-Gogh to explore his use of brush strokes. They will use paint, color and brush technique to create mood</p> <p>Textiles Children will design, make and evaluate a Viking style survival bag using cross-stitch to write their initials.</p>	<p><u>MFL – French</u> <u>Les transports (Transport)</u> Children will talk about their journey to school in French.</p> <p><u>Faire les magasins (Going to the shops)</u> Children will learn to count to 69 in French. They will learn the names (including determiners) for shops in French.</p>	<p><u>RE</u> Our World. <i>What do religions teach about caring for our world?</i></p> <p>Children will further understand and appreciate the natural world. They will focus on the duty that everyone has to respect and conserve. Children will learn more about how Christians and Hindus have explained some of life’s big and difficult-to-answer questions.</p>
<p><u>Music</u> <u>Wider Opportunities Program</u></p> <p>All children learn to play a tuned string instrument and perform to the class in small groups</p>	<p><u>Character Education</u> Autumn 1-Social Children will be confident of the routines and expectations of the LKS2 phase. They will begin to use their initiative in the classroom routines. They will know what is expected and will be more independent in completing tasks and. They will be given leadership opportunities within the classroom. Through jigsaw they will learn about their own qualities and how they contribute to part of the team. This will be used to foster their own self- belief. Children will have opportunities to be social at the Christmas disco, the fair, our Harvest Festival event and during our music performance and daily in the classroom. kk Autumn 2-Motivated Children will develop a greater understanding of their strengths will build on these. To learning to play a musical instrument they will need perseverance and determination to overcome any difficulties. They will also need to take responsibility for the care of these expensive and delicate instruments. Courage will also be promoted in the learning of a dance. They will be encouraged to be creative and to take risks when developing their own ideas for the dance. They will also need to work collaboratively with others. Children will discuss the need to be motivated and understand what motivates them personally</p>	

Reading

Children will focus their Reading this term on:

- **How to Train your Dragon- Cressida Cowell:** *We will use this longer text as our key text for reading and as the inspiration for our narrative over the term. We will answer questions with increasing cognitive demand in a range of content domains. The text will provide us with lots of new vocabulary and historical knowledge linked to our Vikings topic.*
- **Beowulf- KS2 version-** *We will use Beowulf as a text in reading to enhance our understanding of the Viking era and will answer a range of questions from varying content domains with increasing cognitive demand. We will learn lots of new vocabulary and use our thesaurus skills to find synonyms, antonyms and definitions.*
- **Fireworks- Enid Blyton:** *We will use the Fireworks poem in context and read the poem as the dog and reflect on his thoughts and feelings throughout. We will rehearse reading using intonation, enthusiasm and volume for a powerful performance. We will answer a range of questions from varying content domains.*
- **They will also cover different text types:**
Non-Fiction: Children will read a range of non-fiction texts about the Vikings and Anglo-Saxons. They will investigate the key features and how the text is organized. They will learn the skill of notetaking and use these texts to research facts and information for their own non-chronological report.
- **Instructions:** Children will read and follow a range of instructions. They will use the key features identified in these texts to create their own set of instructions on how to make A survival bag, based on their D.T and enterprise project.
- **Poetry:** Children will read a range of poems which evoke imagery. They will look at the layout and structure of different poems, and identify effective imagery devices (metaphors, similes, personification, onomatopoeia) which they will use in their own poem based on their Beowulf inspired monster.

Writing

Children will develop their writing through the following genres:

- **Non- Chronological Reports-** *Children will research the Anglo-Saxons and Vikings using various sources and will ask questions to our Viking visitor to help create a detailed non-chronological report.*
- **Imagery poems:** *Children will write imagery poems based on Beowulf, these poems will center around our own imaginary monsters and will include powerful language techniques such as metaphors and similes.*
- **Narrative-** *Children will write their own story based on Cressida Cowell's How to Train Your Dragon. This story will mimic Cowell's style and will be based around contrasting and conflicting characters.*
- **Instructions-** *Children will read a range of instructions in groups to find the key features. They will write detailed instructional texts based on how to make a small bag which will hold sweets to sell at the Christmas fair.*

Maths

Children will develop their skills in:

- **Place value and negative numbers-** *Children will count backwards through zero to include negative numbers and will understand what happens to numbers when they go beyond zero. They will find 1000 more or less than a given number, order and compare numbers beyond 1000, identify, represent and estimate numbers using different representations. Children will count in multiples of 6,7,9, 25 and 100.*
- **Addition and subtraction-** *Children will add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. They will estimate and use inverse operations to check answers to a calculation. Children will solve two-step problems in contexts, deciding which operations and methods to use and why.*
- **Multiplication and division-** *Children will recall multiplication and division facts for multiplication tables up to 12 x 12 and use known and derived facts to multiply and divide mentally. Children will multiply together three numbers, recognise and use factor pairs commutatively in mental calculations.*