

Year Four

Spring Term – ‘The Vikings’

As readers, our children will use the following texts to support their learning:



Fiction

‘Viking Boy’ by Tony Bradman

‘How to Train Your Dragon’ by Cressida Cowell

‘Usborne Illustrated Norse Myths’ by Alex Frith

Non-Fiction

‘A Journey Through the Digestive System with Max Axiom Super Scientist’ by Emily Sohn

Poetry

Kenning – ‘What to Call a Jackdaw’ by Phillip Gross

Our children will use the texts and the links to the curriculum to develop their skills as writers of:

- narrative texts – *description of a dragon*
- narrative texts – *Viking myths*
- poetry – *kennings*
- explanation texts – *a ‘lift the flap’ for the digestive system*
- comparative texts – *the Norse God and Thor the Marvel superhero*

Marshland Moments

- 33. Launch a rocket
- 34. Meet a Viking

Key Events

The Northern Forge Visitor

Engaging Parents Project

Build and launch a rocket

Multiplication Tables Competition

Following an introduction to the Multiplication Tables Check, the children and their parents will take place in a competition

As Y4 mathematicians, our children will access the ‘Mathematics Mastery’ programme and study:

- Securing multiplication facts – recall multiplication facts up to 12 x 12
- Fractions - *show families of equivalent fractions; solve problems with increasingly harder fractions; add/ subtract fractions totalling more than 1*
- Time – *solve problems converting between units of measure, analogue and digital 12 and 24-hour clocks*
- Decimals – *discover decimals; recognise decimal equivalents to tenths, quarters and halves; compare numbers with the same number of decimal places*
- Area and perimeter – *measure and calculate the perimeter of rectilinear shapes; measure, calculate and compare areas of rectangles and composite rectilinear shapes*

<p>As Y4 scientists, our children will work scientifically:</p> <ul style="list-style-type: none"> - asking relevant questions and using scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making observations and taking accurate measurements, using a range of equipment - gathering, recording, sorting and presenting data in a variety of ways - using scientific language, drawings and diagrams, keys, tables and charts to record findings - reporting and using results to draw simple conclusions, make predictions and suggest improvements - identifying differences, similarities or changes related to simple scientific ideas - using straight forward scientific evidence to answer questions or to support their ideas 	<p>The children will also study the following two units:</p> <p>Humans: Teeth and Eating</p> <ul style="list-style-type: none"> - describe the simple functions of the basic parts of the digestive systems in humans - Identify the different types of teeth in humans and their simple functions <p>Animals: Food Chains</p> <ul style="list-style-type: none"> - construct and interpret a variety of food chains, identifying producers, predators and prey 						
<p>As designers and users of technology, our children will develop their understanding and use of mechanical systems by:</p> <ul style="list-style-type: none"> - evaluating existing products that use pneumatics - design and make a model with a moving jaw - evaluate their own and the models of others 	<p>As artists, our children will:</p> <ul style="list-style-type: none"> - develop their knowledge and skills when drawing and sketching - investigate Norse and tribal designs 						
<p>As geographers, our children will:</p> <ul style="list-style-type: none"> - locate the world's countries, focussing on Europe - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in Scandinavia 	<p>As historians, our children will develop an understanding of:</p> <ul style="list-style-type: none"> - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 						
<p>As linguists, our children will study French by:</p> <table border="0"> <tr> <td data-bbox="197 874 584 938"> <ul style="list-style-type: none"> - identifying body parts - counting up to 31 </td> <td data-bbox="584 874 1093 938"> <ul style="list-style-type: none"> - saying animal vocabulary - asking about pets </td> </tr> <tr> <td data-bbox="197 938 584 1002"> <ul style="list-style-type: none"> - identifying items of clothing - naming the months of the year </td> <td data-bbox="584 938 1093 1002"> <ul style="list-style-type: none"> - describing animals using adjectives - using prepositions </td> </tr> <tr> <td data-bbox="197 1002 584 1050"> <ul style="list-style-type: none"> - talking about birthdays </td> <td data-bbox="584 1002 1093 1050"> <ul style="list-style-type: none"> - naming animal homes </td> </tr> </table>	<ul style="list-style-type: none"> - identifying body parts - counting up to 31 	<ul style="list-style-type: none"> - saying animal vocabulary - asking about pets 	<ul style="list-style-type: none"> - identifying items of clothing - naming the months of the year 	<ul style="list-style-type: none"> - describing animals using adjectives - using prepositions 	<ul style="list-style-type: none"> - talking about birthdays 	<ul style="list-style-type: none"> - naming animal homes 	<p>As musicians, our children will:</p> <ul style="list-style-type: none"> - listen with attention to detail to the music genres of rap and soul - understand and appreciate a wide range of music, using musical language - use their voices and instruments to sing and perform with increasing accuracy, fluency, control and expression
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<p>In physical education, our children will:</p> <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance in gymnastics - perform dances using a range of movement patterns linked to the theme 'electricity' 	<p>In Personal, Social and Health Education, our children will study:</p> <p>Dreams and Goals - making new plans and goals, even if we have been disappointed</p> <p>Healthy Me - recognising being under pressure from people and knowing how to deal with this</p>						
<p>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:</p> <ul style="list-style-type: none"> - Why do some people think that life is a journey? What significant experiences marks this? - <i>focus on 'expressing'</i> and Why are festivals important to religious communities? - <i>focus on 'expressing'</i> 	<p>As computers and users of technology, our children will:</p> <ul style="list-style-type: none"> - learn how to keep themselves safe online - investigate hardware - use logo 						