

### Knowledge Outcomes

The Viking / Anglo Saxon period started in 800AD and ended in 1066.  
Vikings originally came from Scandinavia.  
The Vikings are often thought of as fierce warriors who raided and conquered other lands.  
The Vikings travelled abroad to buy goods including silver, silk, spices, wine and glass. In return they sold honey, wheat, wool, wood, fur and fish.  
Challenge: The Vikings and Saxons ruled jointly England until 1042, when Edward the Confessor became King of both the Vikings and the Saxons.

### Expressive Art and Design

#### ART: Collage

WALT Select colours and materials for a collage to create effect and give reasons for my choices.  
WALT Refine our work as we go to ensure precision.  
WALT Learn and practise a variety of collage techniques. E.g. overlapping, tessellation, mosaic and montage

#### MUSIC: Rhythm, pitch, notation

WALT Understand the differences between minims, crotchets, paired quavers and rests.  
WALT Read and perform pitch notation within a defined range.  
WALT Follow and perform simple rhythmic scores to a steady beat.

### Physical Development

#### Gymnastics

WALT show some degree of control and coordination when travelling, rolling, jumping and balancing.  
WALT identify and copy some basic gymnastic actions with some quality.  
WALT make our body tense, relaxed, stretched and curled.  
WALT transition with some quality.  
WALT demonstrate a level of stamina, strength and speed to enhance performance.

### English / Mathematics

Please see the termly Success and Challenge cards.

### Personal, Social and Emotional Development

#### PSCHE: What strengths, skills and interests do we have?

WALT Recognise personal qualities and individuality.  
WALT Develop self-worth by identifying positive things about ourselves and our achievements.  
WALT Understand how our personal attributes, strengths, skills and interests contribute to our self-esteem.  
WALT Know how to set goals for ourselves.  
WALT Know how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking.  
WALT Understand that treating a person differently because they are a boy or a girl is known as gender discrimination.  
WALT Understand how to show our respect for diversity.  
WALT Be encouraged to learn a range of sports, regardless of gender.  
WALT Know that ballet is an art form for all genders, such as Matthew Bourne's Swan Lake.  
WALT know about inspirational and aspirational role models within sport who represent different life choices.

#### R.E.: Christianity - Is forgiveness always possible for Christians?

WALT Understand how Jesus' life, death and resurrection teaches Christians about forgiveness.  
WALT Talk about what sort of help we might need to show forgiveness.  
WALT Describe what a Christian might learn about forgiveness from a Biblical text.  
WALT Show an understanding of how Christians believe God can help them show forgiveness.

### SPRING TERM 2

#### Activities

#### Traders and Raiders: History focus Year 4

### Languages

#### Body parts:

WALT Revisit parts of the face.  
WALT Learn nouns for body parts.  
WALT Use adjectives to describe body parts e.g. colours, long / short, left / right  
WALT Learn how to describe someone.  
WALT Learn how to identify singular and plural forms of nouns.  
WALT Say when I feel ill.

### Understanding of the World

#### HISTORY:

WALT Find out about the everyday lives of people in Viking times compared with our life today.  
WALT Explain how people and events in the past have influenced life today.  
WALT Learn about Britain's settlement by Anglo-Saxons and Scots  
WALT Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to this time of Edward the Confessor

#### GEOGRAPHY:

WALT Name and locate counties of the UK, key topographical features and land-use patterns, and understand how some have changed over time  
WALT Describe and understand key aspects of human geography – types of land use, distribution of natural resources (water, minerals)

#### SCIENCE: Sound

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

#### COMPUTING: iProgram

WALT understand that a program is a sequence of statements written in a programming language.  
WALT program a robot to execute a sequence of statements.  
WALT understand that computer programs consist of statements that perform a specific task.  
WALT understand that statements can be altered.  
WALT amend an algorithm to change its outcome.  
WALT program a virtual robot to move and draw.

### Strength Lies in Difference

Children to understand and recognise racist behaviours and how to challenge them using their knowledge  
Children to be familiar with these key terms and understand their meaning: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity and Identity  
Children to understand why people travelled to and from places.  
Children to understand the impact of people travelling to different places/countries (migration) has had on societies/communities.