| Class 4               |   |                   |                   |
|-----------------------|---|-------------------|-------------------|
|                       | Autumn 1 + 2 2020   | Spring 1 + 2 2021 | Summer 1 + 2 2021 |
| Whole school<br>theme | Invaders and Settlers   |                   |                   |
| Theme                 | (History focus)   | (Science focus)   | (Geography focus) |
| English               | Fiction:<br>• Beowulf<br>• Saga of Biorn<br>Non-fiction:<br>• Newspaper reports - Battle of Hastings<br>• Biographies of Viking heroes<br>• Reports of the Viking invasion and historical<br>discoveries<br>Poetry:<br>• Norse Gods and Sagas |                   |                   |
| Maths                 | Number:         • Place Value         • Four operations         • Fractions         • Fractions         Focus times tables:         Practising individual times tables up to 12 x 12  |                   |                   |

| Science unit: Forces  |  |
|---|--|
| <ul> <li>To know what gravity and resistance are and<br/>identify balanced and unbalanced forces</li> </ul>   |  |
| <ul> <li>To investigate the effect friction has on movement</li> <li>To investigate the effectiveness of various materials, sizes and string length of parachute.</li> <li>To investigate and identify the effect of boat shape on water resistance</li> <li>To investigate and identify the effect of salty water on water resistance</li> <li>To investigate how levers work exploring how the position of fulcrum, load and effort impacts on use</li> </ul> |  |
| <ul> <li>To investigate how pulleys, work and how the<br/>number of pulleys used changes the effort<br/>required</li> </ul>   |  |
| <ul> <li>To draw diagrams that explain the forces,<br/>loads, weights and efforts for levers and<br/>pulleys</li> </ul>   |  |
| <ul> <li>Identify appropriate gear combinations for<br/>given effects</li> </ul>  |  |

Science

|           | Literation with Angle Common and Military                            |  | 1                    |
|-----------|--|--|----------------------|
|           | History unit: Anglo-Saxons and Vikings                               |  |                      |
|           | Key objectives covered during unit:                                  |  |                      |
|           | Understanding what Briton was like before                            |  |                      |
|           | the Saxons   |  |                      |
|           | <ul> <li>Understanding where the Saxons came from</li> </ul>         |  |                      |
|           | and how and why they invaded Briton                                  |  |                      |
|           | <ul> <li>Exploring where the Saxons settled in Briton</li> </ul>     |  |                      |
|           | <ul> <li>Learning about a significant historical figure -</li> </ul> |  |                      |
|           | Alfred the Great   |  |                      |
|           | <ul> <li>Exploring the Sutton Hoo discovery through</li> </ul>       |  |                      |
| *         | historical artefacts   |  |                      |
| to        | <ul> <li>Understanding who the Vikings were and</li> </ul>           |  |                      |
| History   | developing a chronological timeline of the                           |  |                      |
|           | Vikings invasion on Briton   |  |                      |
|           | <ul> <li>Understanding how Vikings travelled and what</li> </ul>     |  |                      |
|           | a Viking longboat was like   |  |                      |
|           | <ul> <li>To understand what happened during a Viking</li> </ul>      |  |                      |
|           | invasion   |  |                      |
|           | <ul> <li>Exploring what Viking daily life was like and</li> </ul>    |  |                      |
|           | learning about Viking gods and their beliefs                         |  |                      |
|           | <ul> <li>Understanding the importance of trade within</li> </ul>     |  |                      |
|           | the Viking period.   |  |                      |
|           |  |  |                      |
|           | Within topic lessons:  |  |                      |
|           | Plotting countries on a map in Europe and revising the               |  |                      |
| À.        | names of the world's continents.                                     |  |                      |
| Geography |  |  |                      |
| 6<br>0    | Within OAA lessons:  |  |                      |
| Ğ         | <ul> <li>Understanding how to follow directions and</li> </ul>       |  |                      |
|           | maps and use an 8-point compass                                      |  |                      |
|           | <ul> <li>Follow a route on a small-scale map.</li> </ul>             |  |                      |
|           | E-safety units:  | E-safety units:  | E-safety units:      |
|           | Strong passwords   | <ul> <li>Talking safely online (E-safety day)</li> </ul> | Picture perfect      |
| ð         | Privacy rules  | <ul> <li>You've won a prize</li> </ul>                   | Selling a stereotype |
| Computin  | Digital citizen pledge   |  | How to cite a site   |
| Ĕ         | Super digital citizen  |  |                      |
| ಲೆ        | What's cyber bullying?   |  |                      |
|           | Computing units:   |  |                      |
|           | Unit 5.1 Coding on purple mash                                       |  |                      |
|           |  | •  |                      |

|       | Making a Viking shield   | • | • |
|-------|--|---|---|
| F d   | <ul> <li>Designing and making a Viking boat</li> </ul>   |   |   |
|       | j j j  |   |   |
| Art   | <ul> <li>Viking longboats - watercolours/collage</li> <li>Clay Vikings</li> </ul>  | • | • |
| Music | <ul> <li>BBC KS2 Music: Anglo-saxons unit</li> <li>During the unit the children will learn about: <ul> <li>Identifying and clapping along to the steady, marching beat at the beginning of the song</li> <li>Recognising the repeated melodic patterns</li> <li>Identifying how the song is divided into sections called bars.</li> <li>Identifying the tone of the music</li> <li>Trying to sing with expression</li> </ul> </li> </ul> | • | • |
| ¥     | Major unit: Creation<br>Minor unit: Incarnation<br>The value for this term is hope   |   |   |
| PHSE  | Autumn term 1         PSHCE lessons will be focused around the book 'Here         we are' as a stimulus for discussion around special         places in our lives, special people, the impact of our         choices on the environment.         Autumn term 2         SCARF units: Me and My relationships         Themes covered:         • Feelings         • Conflict         • Resolution         • Friendships                     |   |   |
| R     | <ul> <li>OAA - Orienteering and map skills</li> <li>Striking and fielding - Cricket or Athletics</li> </ul>  |   |   |

| Language   | French<br>Topic areas:<br>• Numbers<br>• All about me |  |
|--|---|--|
| Enhancing the<br>curriculum<br>Visitors<br>Trips | Viking man visit (dependent on safety guidelines)     |  |