

Year: 4- Spring 1 Topic: Vikings		
Big question: What traditions, language, place names and values did The Vikings add to Britain?	Hook task: Children to prepare for an invasion of Celtic Rokeby. They will look at topography of the area and decide as a group the most effective way to attack.	
PSHE focus: Dreams and Goals	Review task and presentation: Shared learning morning with parent/carers, where children teach adults some Nordic traditions and skills they've learned.	
Experiences/ shared learning: Local expert to share personal experiences of their Nordic belief and understanding. (parent with extensive insight)		
<p>Geography NC aims/objectives:</p> <ul style="list-style-type: none"> • explain the difference between the British Isles, Great Britain and the United Kingdom. • name several countries in the northern hemisphere and identify them on a globe. • name and locate in an atlas the capital cities of neighbouring European countries. 	<p>Art and Design NC aims/objectives:</p> <ul style="list-style-type: none"> • Use marks and lines in my art. • Recognise the features of art from different historical periods. • Emulate styles used by other artists. 	<p>Science NC aims/objectives- <i>Animals Including Humans</i></p> <ul style="list-style-type: none"> • construct and interpret a variety of food chains, identifying producers, predators and prey
<p>Key vocabulary:</p> <ul style="list-style-type: none"> • British Isles, Great • Britain, United • Kingdom, southern • hemisphere, northern • hemisphere 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Mark making • Line • Emulation 	
<p>History NC aims/objectives:</p> <p>describe the struggle for control of England between the Vikings and the Anglo-Saxons.</p> <ul style="list-style-type: none"> • name some of the rulers of England prior to William I. • explain how some historical sources can be biased. 	<p>Design Technology NC aims/objectives:</p> <ul style="list-style-type: none"> • produce a plan and explain it • evaluate products for their purpose and appearance • measure accurately 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Producer • Predator • Prey • Food chain

Key vocabulary:	Key vocabulary: <ul style="list-style-type: none"> • Joins • Sewing • Stapling • Product use 	
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<p>Maths:</p> <ul style="list-style-type: none"> • Multiplication and division • Length and perimeter 	<p>PSHE- <i>Dreams and Goals</i></p> <ul style="list-style-type: none"> • What my hopes and dreams are • How to manage feelings of disappointment • How it might help to think positively and reflect on my experiences • How to change and make new plans • How to take small steps to achieve a goal on my own or as part of a group 	<p>RE- <i>How are religion and worldviews shaped and expressed through art and architecture?</i></p>
<p>PE- <i>Cognitive</i></p> <ul style="list-style-type: none"> • Understand the simple tactics of attacking and defending • Explain what I am doing well and I have begun to identify areas for improvement • Begin to order instructions, movements and skills. • Recognise similarities and differences in performance. • Explain why someone is working or performing well. • Understand and follow simple rules and can name some things I am good at. 	<p>Computing -<i>Programming- Repetitions in Shapes:</i></p> <ul style="list-style-type: none"> • To identify that accuracy in programming is important • To create a program in a text-based language • To explain what 'repeat' means • To modify a count-controlled loop to produce a given outcome • To decompose a task into small steps • To create a program that uses count-controlled loops to produce a given outcome 	



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