



Year Group

Year 4



Term

Autumn

Project  
Title/Theme

Vikings



Subject

Select Subject



Notes

Our Year 4 Autumn term we our project is called 'Vikings' with our question being 'Could we survive in Viking times?' We will start the term off with our superb starter which will be creating our own Viking shields and learning about the significance of the colours and symbols that are used on them. Our mix it up middle will be a clay week where we will be creating our own dragon eye sculptures that would be used on longboats to deter enemies. Finally, during our enthralling ending; we will experience a Viking day, which will link to our cooking and nutrition learning where we will prepare and cook a variety of savoury dishes this will involve bread and stew making, reciting poetry and dressing up. Our classroom environment will be Viking themed, with a longboat, Viking symbolism and Viking helmets and shields that the children will make. We will use such texts as Riddle of the Runes, How to Train your Dragon and Beowulf to look at Viking culture. There will be many opportunities to develop our writing skills by looking at the characters and settings in stories, writing diary entries and cross curricular writing in science; describing the different states of matter of water. During our science lessons, we will be exploring and identifying the different states of matter followed by discovering what sound is and how it is created. Our history work will be an in-depth study of the Vikings, Danelaw and how the Vikings and Anglo Saxons struggled during the reign on Edward the confessor. Our music lessons will focus on looking at Nordic and Viking music and battle music and will link well to our science project of 'sound' - the children will create and perform their own piece of music to their class. During our art lessons, we will work with clay; exploring textures using different methods to create an eye for the dragon head of a Viking longboat. We will also focus on sketching and using light and shade in our sketches as well as reflecting different moods using colour and developing our sewing stitches (running stitch, backstitch etc.). Our geography focus will be to have knowledge of how and where to access digital maps. We will also be learning how to use four figure grid references, symbols and a key on a map and compare the geographical features of 2 cities of the UK. In our computing lessons, we will focus on filming and editing using the iMovie app where we will be inspired by the Vikings and their traditions and we will compare them to the modern day. We will look at the features and the importance of sequencing when creating our movie. In RE, we will be looking at Christian festivals and celebrations and asking how the significance of these have changed in 2023. We will also be looking at Hinduism and their belief systems and asking the question 'Is there a soul?' In PE this term, we will be playing dodgeball, focussing on how to work well as a team and we will also be doing gymnastics.

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Year 4	Autumn	Vikings	Art	<p>To know that light creates shadow on surfaces, objects and people (drawing)</p> <p>To know how to create shadow using different sketching pencils (HB best for initial sketch, 2B – created light and dark tones, B – creates light shading, 2H – light sketching) (drawing)</p> <p>To know that different colours reflect and affect moods (colours)</p> <p>To know different stitches (textiles)</p> <p>To know different materials of fabrics from around the world (textiles)</p>	<p>To be able to use shading techniques to create shadow, tone and depth (hatching, cross-hatching, stippling)</p> <p>To be able to mix tertiary colours to create different moods (Red – anger, love, yellow – warmth, happiness etc) linked to Matisse artwork (the red room, green stripe)</p> <p>To be able to make different tones of secondary colours (orange, purple, green) and tertiary colours (Red-Orange, Yellow-Orange, Yellow-Green, Blue-Green, Blue-Violet, Red-Violet)</p> <p>To be able to create different tones of skin colours</p> <p>To be able to create a colour wheel outlining primary, secondary and tertiary colours.</p> <p>To be able to use a wider variety of stitches to 'draw' with and develop pattern and texture (running stitch, cross stitch, back stitch, zig zag stitch)</p> <p>To be able to name materials used in</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>

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					fabrics from around the world and different periods – link to clothes worn by Vikings and what was used for the material	
Year 4	Autumn	Vikings	Computing	<p>To know how to use a movie making app, e.g. iMovies.</p> <p>To know about sequencing scenes and frames.</p> <p>To know how to film accurately and effectively on an iPad.</p> <p>To know how to use technology safely, respectfully and responsibly.</p>	<p>To be able to navigate and experiment with a movie making app (such as iMovies).</p> <p>To understand how movies are sequenced into frames and be able to explore this on an app.</p> <p>To be able to use a camera to film, ensuring that the camera is in focus and held at the best angle.</p> <p>To be able to communicate how to be safe when using technology.</p>	<p>Movie, film, short film, camera, design, write, create, sequence, sequencing, edit, editing, frame(s), film, filming, in-focus, angle(s), present.</p>

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Year 4	Autumn	Vikings	DT and Cooking and Nutrition	<p>To know how food is grown or reared (food)</p> <p>To know how to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (cooking)</p> <p>To know what a healthy varied diet looks like to keep the body active/healthy including drinks (nutrition)</p> <p>To know the different joins for constructing (technical knowledge)</p> <p>To know that ICT can be used for research and design ideas (designing)</p>	<p>To be able to make an informed choice about which tools and equipment to use</p> <p>To be able to use a range of components (e.g. levers, linkages and pneumatic systems)</p> <p>To be able to join materials together in a range of ways – split pin, flange, brace, tabs, slot</p> <p>To be able to use computers or ipads to support design ideas</p>	Field, growing, balanced diet, cook, bake, chop
Year 4	Autumn	Vikings	Geography	<p>To know why ordnance survey maps are used and their importance.</p> <p>To know the similarities and differences between two cities of the UK. (Belfast, Aberdeen)</p>	<p>To be able to read and use Ordnance Survey maps and locate key features using four figure grid referencing.</p> <p>To be able to name, compare and contrast the geographical features of two cities, from different counties of the United Kingdom.</p>	Ordnance Survey Map, four figure, grid, city, capital city, United Kingdom, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast, Aberdeen, human physical.

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Year 4	Autumn	Vikings	History	<p>To understand when this period fits on the timeline of history and it falls after the Stone Age and the Romans</p> <p>To know who the Vikings were (Civilisations and Empires)</p> <p>To know what the Viking raids were like and the resistance given by Alfred the Great and Athelstan (Power and conflict)</p> <p>To know what Danelaw was</p> <p>To know what life was like in Viking Britain and how it differed from before. (Invasions and settlements)</p> <p>To know how England became a unified country, (Invasions and settlements)</p> <p>To know Britain was conquered between 950 AD-1066 (Power and conflict)</p> <p>To know that Danegeld was a tax paid to the Vikings for protection.</p> <p>To know about the Viking and Anglo-Saxons struggle for the Kingdom of England to the time of Edward Confessor. (Monarchy and sig figures)</p>	<p>To be able to place events from the topic on a timeline</p> <p>To be able to use terms related to the period and begin to date events</p> <p>To be able to understand more complex BCE and CE</p> <p>To be able to use evidence to reconstruct life in the topic studies</p> <p>To be able to identify the key events in the topic</p> <p>To be able to offer sensible explanations for some of the events</p> <p>To be able to critique the evidence that is available</p> <p>To be able to evaluate the usefulness of the different sources</p> <p>To be able to use a variety of different sources to collect information</p> <p>To be able to use evidence to build up a picture of past events</p> <p>To be able to select the relevant material to present a picture of one aspect of the topic</p> <p>To be able to ask a variety of questions about the topic</p> <p>To be able to</p>	<p>empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, invasion, Romans, retreat, settlement, Canterbury, Iona, Lindisfarne, Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Hengest and Horsa, Monk, Illumination, Manuscript, Weregeld, Athelstan, Christianity, Augustine, Alfred the Great, Aethelred the Unready, Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla</p>

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				<p>To understand Britain's settlement by the Anglo-Saxons and Scots</p> <p>To know the meanings of these substantive concepts, estate, court, civilisation, king, queen, nobility, monarch, aristocracy, monarchy, alliance, (enemy, power and peace from Yr 3 and how they can change).</p>	communicate their knowledge with confidence	
Year 4	Autumn	Vikings	Music	<p>To know the features of Viking and Nordic folk music.</p> <p>To know how to compose and perform a piece of battle music.</p> <p>To know how to play, perform and evaluate a performance.</p> <p>To know how to play a tuned instrument (ukulele - NMPAT music lessons full term).</p>	<p>To be able to describe Viking and Nordic folk music (such as Danheim or Folkvangr by Peter Gundry) using musical language, e.g. pitch, tempo, timbre or rhythm.</p> <p>To be able to identify features of battle music and compose a piece for this purpose, using instruments and voice.</p> <p>To be able to play and perform a piece of battle music, and evaluate its strengths and weaknesses.</p>	Listen, appreciate, review, features, genre, folk, evaluate, perform, compose, verse, chorus, structure, purpose, dynamics, tempo, timbre, rhythm.

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Year 4	Autumn	Vikings	PE	<p>To know a range of different dodgeball games and the rules for these games. (Dodgeball)</p> <p>To know how to referee a game of dodgeball.</p> <p>To know 3 tactics that can be applied to dodgeball.</p> <p>To know how to create a sequence based on a theme. (Gymnastics)</p> <p>To know how to improve performance in gymnastics.</p> <p>To know a range of vaults.</p> <p>To know how to throw a rugby ball over a range of distances. (Tag Rugby Activities)</p> <p>To know that a rugby ball can only be thrown backwards.</p> <p>To know how to effectively move around a rugby pitch.</p> <p>To know what a try is.</p> <p>To know 4 different dance styles. (Dance)</p> <p>To know how to improvise a dance with others.</p> <p>To know what rhythm and spacial awareness is.</p> <p>To know a range of dance movements.</p>	<p>To be able to participate in a range of different dodgeball games.</p> <p>To be able to referee a game of dodgeball.</p> <p>To be able to show some tactical knowledge during a game of dodgeball.</p> <p>To be able to create a sequence of actions that fit with a theme.</p> <p>To be able to use an increasing range of actions with control and confidence.</p> <p>To begin to be able to develop the quality of movements and balances.</p> <p>To be able to perform a variety of vaults with equipment.</p> <p>To develop strength, technique and flexibility throughout performances.</p> <p>To be able to accurately throw a rugby ball over a range of distances to a teammate.</p> <p>To be able to throw a ball in a team while following the backwards ball rule.</p>	<p>Dodgeball, Dodge, Duck, Move, Agility, Rules, Throw, Tactics</p> <p>Theme, Gymnastics, Control, Confidence, Vaults, Strength, Technique, Flexibility, Equipment</p> <p>Rugby, Try, Teammate, Forward pass, Backwards pass, Possession, Tag, Agility, Movement, Space</p> <p>Style, Compose, Improvise, Rhythm, Spatial awareness, Complex dance, Simple dance.</p>

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					<p>To begin to be able to avoid attackers while in possession of the ball.</p> <p>To be able to make effective tags in a rugby based game.</p> <p>To be able to make a try.</p> <p>To be able to identify and repeat dance moves based on a chosen dance style.</p> <p>To be able to compose a simple dance that reflects a chosen style.</p> <p>To be able to confidently improvise with a partner or group.</p> <p>To be able to demonstrate rhythm and spatial awareness.</p> <p>To be able to compose longer and more complex dances in small groups.</p>	

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Year 4	Autumn	Vikings	RE	<p>To understand what the Christian festivals are and if they have lost their meaning in the 2020s (Festivals)</p> <p>To understand who the disciples were and their stories (Yr 1 and 2 introduced with The Saints) (Stories)</p> <p>To understand what Hindus believe about life and death - link to other religions</p> <p>To understand how a Rangoli pattern is designed and know when they are used (Yr3 learnt meaning)</p> <p>To understand and discuss the themes of Hindu stories such as Lakshmi and Rama and Sita) (Stories)</p> <p>To understand what happens during the Holi festival and why (EYFS) (Festivals)</p> <p>To understand that Brahma is in everything and is everywhere - Brahman, deities, Ganesha, Trimurti</p> <p>To know that some religions believe in a soul, and what happens to this after death</p>	<p>To be able to use religious keywords, to explain what religious people believe about the nature of God</p> <p>To be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today</p> <p>To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God</p> <p>To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other</p> <p>To be able to make links between religious stories and how they are connected to the believer's lives</p> <p>To be able to use the correct vocabulary to describe and compare different religions and practises</p> <p>To be able to use religious keywords</p>	<p>Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship, Brahma, Vishnu, Shiva, Avatars, Mandir, Lotus, swastika, saffron, Murti, Yoga, meditation, mantra, Rangoli, Mehndi, Holi, deities, Ganesha, Trimurti (link to maths and spellings prefixes, Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship</p>

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					<p>and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules</p> <p>To be able to understand a religious teaching from scripture or a religious teaching from a religious leader, and explain how this teaching has changed your mind in some way</p> <p>To be able to express own views on ways on life using a range of media</p> <p>To be able to explain religious beliefs in own words</p> <p>To be able to consider a whole range of ideas and beliefs about the meaning, purpose and truth from different religions and relate these ideas to your own</p> <p>To be able to explain, referring to a variety of religious and moral teachings and points of view, why some questions about right and wrong are a challenge to</p>	

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					<p>answer</p> <p>To be able to show one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions</p> <p>To be able to offer an opinion on religion and support their views with facts and evidence</p> <p>To be able to confidently ask questions about the results of different decisions referencing them to different religious beliefs</p>	

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Year 4	Autumn	Vikings	Science	<p>To know sound is a type of energy and are created by vibrations.</p> <p>To know the size of vibration is called the amplitude and therefore, louder sounds have a larger amplitude and quieter sounds have a smaller amplitude.</p> <p>To know sound travels as waves, vibrating particles through a medium (solids, liquids, gases) to the ear.</p> <p>To know that sounds get fainter/louder as the distance from the sound source increases/decreases.</p> <p>To know pitch is a measure of how high or low sound is. The faster the vibrations, the higher the pitch, the slower the vibrations, the lower the pitch.</p> <p>To know there are three states of matter: Solid (Particles close together, cannot move), liquid (Close together but can move around each other easily), Gas (Particles spread out and can move quickly in different directions)</p> <p>To know liquids can change state into a</p>	<p>To be able to make a product from a variety of different materials to investigate which provides the best insulation against sound. (For example, earmuffs).</p> <p>To be able to find patterns in sounds that are made by different objects. (Saucepan lids of different sizes or elastic bands of different thicknesses).</p> <p>To be able to compare and group materials together, according to whether they are solids, liquids or gases, making systematic and careful observations, taking accurate measurements using a range of equipment.</p> <p>To be able to explore the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party), recording findings using scientific</p>	<p>Sound, energy, vibration, amplitude, wave, particle, solid, liquid, gas, sound source, pitch, melt, boil, freeze, evaporation, condensation, precipitation, temperature, substance.</p>

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				<p>solid or a gas when the temperature reaches melting, boiling (Evaporation), and freezing point.</p> <p>To know the processes of the water cycle (Evaporation, condensation, precipitation),</p>	<p>language.</p> <p>To be able to use drawings to present information about the water cycle and record evaporation over a period of time, for example, a puddle in the playground.</p>	