Details With Same Value Exist

JOHN HELLINS PRIMARY SCHOOL
Being the best we can be

Year Group	Year 4	**Term**	Autumn
Project Title/Theme	Vikings	**Subject**	Select Subject

Notes

Our Autumn Term project is called 'Vikings!' Our overarching question will be; 'Could we survive in Viking times?' We will look at life in Viking times, go on a trip to experience life in Viking times and look into how the Vikings used boats, Danelaw and use books to explore the culture of Vikings. In Curie class the room will be decorated in a Viking theme. There will be Viking flags, a longboat and runes decorating the room. During English, we will use the texts; Beowulf, How to train your dragon, Freda takes charge and Riddle of the Runes. We will look at characterisation and setting description as well as creating our own narratives and diary entries. For history, we will look at Viking culture, the games they played, how they travelled as well as Danelaw. We will also look at how the Vikings came to the UK and how England became a unified country. We will also, as always, place the Vikings on a timeline to ensure the children understand where in our history they came. In music we will be learning the ukulele as well as looking at battle songs and Nordic traditional music. We will also compose and perform, to our classmates, a piece of battle music. Music will tie well in to our science of this term which is a lot to do with sound. During our art lessons we will be looking at sketching and how to use light and shade, different stitches when sewing (back stitch, running stitch etc.) and we will be discussing colour and how it can reflect and affect a mood. RE – Christianity – we will learn what Christian festivals are and questioning is they have lost their meaning in the 2020's. We will also look at Hinduism and delve into Hindu stories, questioning the themes. We will discuss Rangoli patterns and talk about Hindu's beliefs when it comes to life and death, linking to other religions to see the common themes and differences. Our computing lessons will focus on filming. We will produce a film using iMovie to edit and cut our own film. We will create films comparing Viking games to our modern day games (not computer games). In DT and cooking we will be using clay to create dragon eyes, focussing on joins. We will also discuss how food is grown or reared (this will link well to our gardening plot which will start later in the year.) We will also be cooking savoury dishes, which will link with our superb starter. In our science lessons we will learn that there are three states of matter and what they are. We will look into sound – how is it made? What is it? How does it travel? Also, we will revisit and deepen our knowledge of the water cycle. We are excited to see what amazing work the children can come up with and develop their knowledge of the Vikings! Our 'Superb starter' Creating our own Viking stew. Our 'Mix it up middle' Creating clay dragon eyes. Our 'Enthralling ending' will be a trip to explore what life was like in Viking times – with hands on activities and artefacts for children to engage with.

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Year 4	Autumn	Vikings	Art	To know that light creates shadow on surfaces, objects and people (drawing) 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) To know that different colours reflect and affect moods (colours) To know different stitches (textiles) To know different materials of fabrics from around the world (textiles)	To be able to use shading techniques to create shadow, tone and depth (hatching, cross-hatching, stippling) 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) 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 To be able to create different tones of skin colours To be able to create a colour wheel outlining primary, secondary and tertiary colours. 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) To be able to name materials used in fabrics from around the world and different periods – link to clothes worn by Vikings and what was used for the material	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 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

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Year 4	Autumn	Vikings	Computing	To know how to use a movie making app, e.g. iMovies. To know about sequencing scenes and frames. To know how to film accurately and effectively on an iPad. To know how to use technology safely, respectfully and responsibly.	To be able to navigate and experiment with a movie making app (such as iMovies). To understand how movies are sequenced into frames and be able to explore this on an app. To be able to use a camera to film, ensuring that the camera is in focus and held at the best angle. To be able to communicate how to be safe when using technology.	Movie, film, short film, camera, design, write, create, sequence, sequencing, edit, editing, frame(s), film, filming, in-focus, angle(s), present.
Year 4	Autumn	Vikings	DT and Cooking and Nutrition	To know how food is grown or reared (food) To know how to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (cooking) To know what a healthy varied diet looks like to keep the body active/healthy including drinks (nutrition) To know the different joins for constructing (technical knowledge) To know that ICT can be used for research and design ideas (designing)	To be able to make an informed choice about which tools and equipment to use To be able to use a range of components (e.g. levers, linkages and pneumatic systems) To be able to join materials together in a range of ways – split pin, flange, brace, tabs, slot To be able to use computers or ipads to support design ideas	Field, growing, balanced diet, cook, bake, chop

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Year 4	Autumn	Vikings	Geography	To know why ordnance survey maps are used and their importance. To know the similarities and differences between two cities of the UK. (Belfast, Aberdeen)	To be able to read and use Ordnance Survey maps and locate key features using four figure grid referencing. To be able to name, compare and contrast the geographical features of two cities, from different counties of the United Kingdom.	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	To understand when this period fits on the timeline of history and it falls after the Stone Age and the Romans To know who the Vikings were (Civilisations and Empires) To know what the Viking raids were like and the resistance given by Alfred the Great and Athelstan (Power and conflict) To know what Danelaw was To know what life was like in Viking Britain and how it differed from before. (Invasions and settlements) To know how England became a unified country, (Invasions and settlements) To know Britain was conquered between 950 AD-1066 (Power and conflict) To know that Danegeld was a tax paid to the Vikings for protection.	To be able to place events from the topic on a timeline To be able to use terms related to the period and begin to date events To be able to understand more complex BCE and CE To be able to use evidence to reconstruct life in the topic studies To be able to identify the key events in the topic To be able to offer sensible explanations for some of the events To be able to critique the evidence that is available To be able to evaluate the usefulness of the different sources To be able to use a variety of different sources to collect information To be able to use evidence to build up a picture of past events To be able to select the relevant material to present a picture of one aspect of the topic To be able to ask a variety of questions about the topic To be able to communicate their knowledge with confidence	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

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				To know about the Viking and Anglo-Saxons struggle for the Kingdom of England to the time of Edward Confessor. (Monarchy and sig figures) To understand Britain's settlement by the Anglo-Saxons and Scots 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).		
Year 4	Autumn	Vikings	Music	To know the features of Viking and Nordic folk music. To know how to compose and perform a piece of battle music. To know how to play, perform and evaluate a performance. To know how to play a tuned instrument (ukulele - NMPAT music lessons full term).	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. To be able to identify features of battle music and compose a piece for this purpose, using instruments and voice. To be able to play and perform a piece of battle music, and evaluate its strengths and weaknesses.	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	To know a range of different dodgeball games and the rules for these games. (Dodgeball) To know how to referee a game of dodgeball. To know 3 tactics that can be applied to dodgeball. To know how to create a sequence based on a theme. (Gymnastics) To know how to improve performance in gymnastics. To know a range of vaults. To know how to throw a rugby ball over a range of distances. (Tag Rugby Activities) To know that a rugby ball can only be thrown backwards. To know how to effectively move around a rugby pitch. To know what a try is. To know 4 different dance styles. (Dance) To know how to improvise a dance with others. To know what rhythm and spacial awareness is.	To be able to participate in a range of different dodgeball games. To be able to referee a game of dodgeball. To be able to show some tactical knowledge during a game of dodgeball. To be able to create a sequence of actions that fit with a theme. To be able to use an increasing range of actions with control and confidence. To begin to be able to develop the quality of movements and balances. To be able to perform a variety of vaults with equipment. To develop strength, technique and flexibility throughout performances. To be able to accurately throw a rugby ball over a range of distances to a teammate. To be able to throw a ball in a team while following the backwards ball rule. To begin to be able to avoid attackers while in possession of the ball. To be able to make effective tags in a rugby based game. To be able to make a try. To be able to identify and repeat dance moves based on a chosen dance style. To be able to compose a simple dance that	Dodgeball, Dodge, Duck, Move, Agility, Rules, Throw, Tactics Theme, Gymnastics, Control, Confidence, Vaults, Strength, Technique, Flexibility, Equipment Rugby, Try, Teammate, Forward pass, Backwards pass, Possession, Tag, Agility, Movement, Space Style, Compose, Improvise, Rhythm, Spatial awareness, Complex dance, Simple dance.

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				To know a range of dance movements.	reflects a chosen style. To be able to confidently improvise with a partner or group. To be able to demonstrate rhythm and spatial awareness. To be able to compose longer and more complex dances in small groups.	

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Year 4	Autumn	Vikings	RE	To understand what the Christian festivals are and if they have lost their meaning in the 2020s (Festivals) To understand who the disciples were and their stories (Yr 1 and 2 introduced with The Saints) (Stories) To understand what Hindus believe about life and death - link to other religions To understand how a Rangoli pattern is designed and know when they are used (Yr3 learnt meaning) To understand and discuss the themes of Hindu stories such as Lakshmi and Rama and Sita) (Stories) To understand what happens during the Holi festival and why (EYFS) (Festivals) To understand that Brahma is in everything and is everywhere - Brahman, deities, Ganesha, Trimurti To know that some religions believe in a soul, and what happens to this after death	To be able to use religious keywords, to explain what religious people believe about the nature of God 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 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 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 To be able to make links between religious stories and how they are connected to the believer's lives To be able to use the correct vocabulary to describe and compare different religions and practises To be able to use religious keywords 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 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	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

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					To be able to express own views on ways on life using a range of media To be able to explain religious beliefs in own words 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 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 answer 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 To be able to offer an opinion on religion and support their views with facts and evidence To be able to confidently ask questions about the results of different decisions referencing them to different religious beliefs	

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Year 4	Autumn	Vikings	Science	To know sound is a type of energy and are created by vibrations. 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. To know sound travels as waves, vibrating particles through a medium (solids, liquids, gases) to the ear. To know that sounds get fainter/louder as the distance from the sound source increases/decreases. 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. 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	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). 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). 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. 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 language. 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.	Sound, energy, vibration, amplitude, wave, particle, solid, liquid, gas, sound source, pitch, melt, boil, freeze, evaporation, condensation, precipitation, temperature, substance.

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				move quickly in different directions) To know liquids can change state into a solid or a gas when the temperature reaches melting, boiling (Evaporation), and freezing point. To know the processes of the water cycle (Evaporation, condensation, precipitation),		