



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 the 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 a piece of battle music to our classmates. Music will tie well into our Science 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 question if they have lost their meaning in the 2020s. We will also look at Hinduism and delve into Hindu stories, questioning the themes. We will discuss Rangoli patterns and talk about Hindus' 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, focusing 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? We will also revisit and deepen our knowledge of the water cycle. We are excited to see what amazing work the children can come up with and to develop their knowledge of the Vikings! Our 'Superb Starter': Creating clay dragon eyes. Our 'Mix it up Middle': A trip to explore what life was like in Viking times. Our 'Enthralling Ending' will be a Viking feast and celebration day.

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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 or 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	Pencil, ink, pen, paint, pastels, dyes, sponges, straws, collage, stitches, needle, threads, fibres, fabrics, textiles, sketch book, mood, warm colours, cold colours, light, dark, sketch, shadow, shading, hatching, cross-hatching, stippling, primary, secondary, tertiary, tones

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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	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.

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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
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 understand the importance of longships To know what life was like in Viking Britain and how it differed from before. (Invasions and settlements) To know that Danegeld was a tax paid to the Vikings for protection. To know about the Viking and Anglo-Saxons struggle for the Kingdom of England up to the death of Edward Confessor. (Monarchy and sig figures) To know the meanings of these substantive concepts, estate, court, civilisation, king, queen, nobility,	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	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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				monarch, aristocracy, monarchy, alliance, (enemy, power and peace from Yr 3 and how they can change).	communicate their knowledge with confidence	
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 know a range of dance movements.	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.	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 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 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	4.1 Part 1: To understand what a humanist is and what matters to them. 4.2 To know what different people do in difficult times and what impact that might have on them.	To be able to explain what a Humanist is. To be able to describe what it means to Humanists to be human. To be able to detail how Humanists know what is true. To be able to recall how Humanists try to live. To be able to record how I know what is good. To be able to explain what kind of world Humanists want. To be able to explain why difficult times are challenging to people. To be able to describe how worship helps Christians in good and bad times. To be able to detail what rituals Muslims practice during worship and how this impacts them. To be able to recall how Yoga helps Hindus in their daily lives. To be able to explain how and why routines and rituals are comforting to people in difficult	Theist, monotheist, polytheist, agnostic, atheist, Natural, the Big Bang, evolution, celebrate, responsibility, potential, wonder, curiosity, responsibility, evidence, science, reason, progress, natural, atheist, happiness, the Happy Human, support, freedom, personal autonomy, responsibility, tolerance, equality, diversity, consequences, empathy, the Golden Rule, responsibility, solidarity, shared needs, equality, responsibility, freedom, fairness, kindness, human rights, action. Difficult times, worship, prayer, the Lord's prayer, singing, rituals, routine, private worship, communal worship, church, mosque, Salat, mandir, yoga, the Lord's prayer, personal reflection.

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					times. To be able to detail what places are special to people during difficult times.	

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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 move quickly in different directions) To know liquids can change state into a	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	Sound, energy, vibration, amplitude, wave, particle, solid, liquid, gas, sound source, pitch, melt, boil, freeze, evaporation, condensation, precipitation, temperature, substance.

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				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),	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.	