

## SPRING 2 Medium Term Plan 2024 Year Group Year 4

Subject	Week 1	Week 2	Week 3 <b>World Book Day</b>	Week 4 <b>Science Week Ramadan</b>	Week 5 <b>Parents' Evenings Ramadan</b>	Week 6 <b>(4 days) Ramadan</b>
<b>English Writing</b>	<p><b>Viking Diary</b></p> <p><u>L.O. To identify features of a diary</u></p> <p><u>Outcome:</u> Children will read some examples of diaries and find common features</p> <p><u>L.O. To identify features of a diary</u></p> <p><u>Outcome:</u> Children will label features of a diary on an example text</p> <p><u>L.O. To use past tense verbs accurately</u></p> <p><u>Outcome:</u> Children will practise changing present tense into regular and irregular past tense and write sentences using past tense accurately</p>	<p><b>Viking Diary</b></p> <p><u>L.O. To plan a diary entry (2 Lessons)</u></p> <p><u>Outcome:</u> Chn will plan their diary entries – Peer feedback in second lesson</p> <p><u>L.O. To write a diary entry using accurate past tense verbs</u></p> <p><u>Outcome:</u> Children will write diary entry for Finn when dad leaves him in charge</p> <p><u>L.O. To write a diary entry using emotive language</u></p> <p><u>Outcome:</u> Children will write diary entry for Finn when they are preparing for the arrival of the Sea Wolves</p>	<p><b>Viking Diary</b></p> <p><u>L.O. To write a diary entry including historical detail</u></p> <p><u>Outcome:</u> Children will write diary entry recounting the battle including Viking detail and vocabulary</p> <p><u>L.O. To edit and improve my writing</u></p> <p><u>Outcome:</u> Chn will improve their work by checking spellings, grammar and improving vocab choices.</p> <p><u>L.O. To present my writing using joined handwriting (2 lessons)</u></p> <p><u>Outcome:</u> Children will blue pen their work and write up their work</p>	<p><b>Non-Chronological Report – Viking Longhouse</b></p> <p><u>L.O. To identify features of a non-chronological report</u></p> <p><u>Outcome:</u> Children will identify and highlight features on an example text</p> <p><u>L.O. To accurately record facts (2 Lessons)</u></p> <p><u>Outcome:</u> Children will research longhouses and organise their information into the appropriate boxes: -Longhouse Exterior -Longhouse Interior -Interesting facts -Family life</p>	<p><b>Non-Chronological Report – Viking Longhouse</b></p> <p><u>L.O. To use pronouns to avoid repetition</u></p> <p><u>Outcome:</u> Children will write a paragraph about the interior of a longhouse using pronouns to avoid repetition</p> <p><u>L.O. To use bullet points to organise ideas</u></p> <p><u>Outcome:</u> Children will use bullet points to write a list of key facts and figures about a longhouse</p> <p><u>L.O. To use expanded noun phrases to add factual description</u></p> <p><u>Outcome:</u></p>	<p><b>Non-Chronological Report – Viking Longhouse</b></p> <p><u>L.O. To edit and improve my writing</u></p> <p><u>Outcome:</u> Chn will improve their work by checking spellings, grammar and improving vocab choices.</p> <p><u>L.O. To use joined handwriting to present my work (2 lessons)</u></p> <p><u>Outcome:</u> Children will blue pen their work and present their work in the form of a fact sheet. Include labelled diagram from history lesson.</p> <p><b>Curriculum Links:</b> T1 Organise my writing into paragraphs T6 Non-Narrative Reports: Headings,</p>

	<p><u>L.O. To infer a character's emotions from a text</u></p> <p><u>L.O. To identify key events in a text</u></p> <p><u>Outcome:</u> Children will pick out key events and emotions from a text and record on poster paper in groups – chn will add powerful vocab to word bank as they go</p> <p><u>Curriculum Links:</u> W2 Use Standard English word inflections – we were, I was (noun verb agreement) W3 Make good choices of <b>vocabulary</b> to make writing interesting W5 Use the correct forms of <b>past participles of irregular verbs</b> P3 Use commas after fronted adverbials P4 Use apostrophes correctly to show <b>contractions</b> P5 Use exclamation marks and question marks correctly C1 Start to use <b>pronouns</b> to avoid repetition and aid cohesion T10 Propose grammar and vocab changes SH6 Proof-read for spelling and punctuation errors SH8 Letters are consistent in size SH9 Joined writing with parallel ascenders and descenders</p>	<p><u>Curriculum Links:</u> W2 Use Standard English word inflections – we were, I was (noun verb agreement) W3 Make good choices of <b>vocabulary</b> to make writing interesting W5 Use the correct forms of <b>past participles of irregular verbs</b> P3 Use commas after fronted adverbials P4 Use apostrophes correctly to show <b>contractions</b> P5 Use exclamation marks and question marks correctly C1 Start to use <b>pronouns</b> to avoid repetition and aid cohesion T10 Propose grammar and vocab changes SH6 Proof-read for spelling and punctuation errors SH8 Letters are consistent in size SH9 Joined writing with parallel ascenders and descenders</p>	<p>on historical tea stained paper</p> <p><u>Curriculum Links:</u> W2 Use Standard English word inflections – we were, I was (noun verb agreement) W3 Make good choices of <b>vocabulary</b> to make writing interesting W5 Use the correct forms of <b>past participles of irregular verbs</b> P3 Use commas after fronted adverbials P4 Use apostrophes correctly to show <b>contractions</b> P5 Use exclamation marks and question marks correctly C1 Start to use <b>pronouns</b> to avoid repetition and aid cohesion T10 Propose grammar and vocab changes SH6 Proof-read for spelling and punctuation errors SH8 Letters are consistent in size SH9 Joined writing with parallel ascenders and descenders</p>	<p><u>L.O. To use prepositions to describe location</u></p> <p><u>Outcome:</u> Children will write a paragraph focussing on longhouse exterior</p> <p><u>Curriculum Links:</u> T1 Organise my writing into <b>paragraphs</b> T6 Non-Narrative Reports: Headings, Subheadings, text boxes, bullet points, captions, more content, T2 Write an <b>initial sentence indicating content</b> of the paragraph C1 Start to use pronouns to avoid repetition and aid <b>cohesion</b> S1 Write <b>noun phrases expanded by adjectives, nouns and prepositional phrases</b> S3 Use <b>When Where How Why, conjunctions, adverbs and prepositions</b> to start and end a sentence and create a <b>subordinate clause</b> e.g. as, whilst, before, until, so</p>	<p>Children will write their family life paragraph using expanded noun phrases</p> <p><u>Curriculum Links:</u> T1 Organise my writing into <b>paragraphs</b> T6 Non-Narrative Reports: Headings, Subheadings, text boxes, bullet points, captions, more content, T2 Write an <b>initial sentence indicating content</b> of the paragraph C1 Start to use pronouns to avoid repetition and aid <b>cohesion</b> S1 Write <b>noun phrases expanded by adjectives, nouns and prepositional phrases</b> S3 Use <b>When Where How Why, conjunctions, adverbs and prepositions</b> to start and end a sentence and create a <b>subordinate clause</b> e.g. as, whilst, before, until, so</p>	<p>Subheadings, text boxes, bullet points, captions, more content, T10 Propose grammar and vocab changes SH6 Proof-read for spelling and punctuation errors SH8 Letters are consistent in size SH9 Joined writing with parallel ascenders and descenders</p>
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	thoughts and motives from their actions, and justify inferences with evidence					
<b>Spelling</b>	Accident Believe Strange  <b>Ending -tion</b> invention injection action	Reign Interest Various  <b>Ending -ssion</b> discussion admission expression	Possible Grammar  <b>Ending -sion</b> extension comprehension tension	Woman Women  <b>Ending -cian</b> magician musician electrician	Promise Therefore Opposite  <b>Words with endings sounding like "zuh"</b> treasure measure enclosure	Ordinary Perhaps Pressure  <b>Words with endings sounding like "chuh"</b> picture creature nature
<b>SPaG</b>	<b>Commas in a list</b>	<b>Plural and possessive S</b>	<b>Plural and possessive S</b>	<b>Apostrophes for contractions</b>	<b>Apostrophes for plural possession</b>	<b>Commas for fronted adverbials</b>
<b>Reading</b>	<b>Attack of the Vikings</b>  <u>Curriculum Links:</u>  RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences	<b>Attack of the Vikings</b>  <u>Curriculum Links:</u>  RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning	<b>Anglo-Saxon Play</b>  <u>Curriculum Links:</u>  <b>RC1:</b> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <b>RC2:</b> read books that are structured in different ways and read for a range of purposes RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning	<b>Anglo-Saxon Play</b>  <u>Curriculum Links:</u>  <b>RC1:</b> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <b>RC2:</b> read books that are structured in different ways and read for a range of purposes RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning	<b>Anglo-Saxon Play</b>  <u>Curriculum Links:</u>  <b>RC1:</b> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <b>RC2:</b> read books that are structured in different ways and read for a range of purposes RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning	<b>Anglo-Saxon Play</b>  <u>Curriculum Links:</u>  <b>RC1:</b> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <b>RC2:</b> read books that are structured in different ways and read for a range of purposes RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning
<b>Reading JoH</b>	<b>VIPERS</b>  BENCH image-questions to aid inference	<b>VIPERS</b>  THUNDER AND LIGHTNING-	<b>VIPERS</b>  THUNDER AND LIGHTNING-	<b>VIPERS</b>  ABANDONED HOUSE Inference	<b>VIPERS</b>  WATER CYCLE	<b>VIPERS</b>  ABANDONED HOUSE Inference

		inference from picture to words in a text	Construct an effective response to a question.	Mood genre	Retrieve facts and explain to an audience (Use for writing in science next week)	Switch mood with alternative vocabulary to affect inference.
<b>Maths</b>	<p><b>Unit 9 - Fractions (2)</b></p> <p><u>L.O. To add and subtract two or more fractions</u> Lesson 1</p> <p><u>L.O. To add fractions and mixed numbers</u> Lesson 2</p> <p><u>L.O. To subtract mixed numbers</u> Lesson 3</p> <p><u>L.O. To subtract fractions from whole amounts</u> Lesson 4</p> <p><b>Curriculum Links:</b> Ma4/2.4b count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10. Ma4/2.4c solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the</p>	<p><b>Fractions (2) Unit 9</b></p> <p><u>L.O. To solve problems using fractions (5)</u> Lesson 5</p> <p><u>L.O. To solve problems using fractions (6)</u> Lesson 6</p> <p><u>L.O. To find fractions of an amount</u> Lesson 7</p> <p><u>L.O. To solve problems using fractions of an amount</u> Lesson 8</p> <p><b>Curriculum Links:</b> Ma4/2.4c solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Ma4/2.4d add and subtract fractions with the same denominator</p>	<p><b>Decimals (1) Unit 10</b></p> <p><u>L.O. To recognise tenths as fractions</u> Lesson 1</p> <p><u>L.O. To recognise tenths as decimals</u> Lesson 2</p> <p><u>L.O. To recognise tenths on a place value grid</u> Lesson 3</p> <p><u>L.O. To place tenths on a number line (1)</u> Lesson 4</p> <p><b>Curriculum Links:</b> Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4g find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p><b>Decimals (1) Unit 10</b></p> <p><u>L.O. To place tenths on a number line (2)</u> Lesson 5</p> <p><u>L.O. To divide 1-digit by 10</u> Lesson 6</p> <p><u>L.O. To divide 2-digits by 10</u> Lesson 7</p> <p><u>L.O. To recognise hundredths as a fraction</u> Lesson 8</p> <p><b>Curriculum Links:</b> Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4g find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p><b>Decimals (1) Unit 10</b></p> <p><u>L.O. To recognise hundredths as a decimal</u> Lesson 9</p> <p><u>L.O. To place hundredths on a number line</u> Lesson 10</p> <p><u>L.O. To divide 1 or 2 digits by 100</u> Lesson 11</p> <p><u>L.O. To divide 1 or 2 digits by 10 or 100</u> Lesson 12</p> <p><b>Curriculum Links:</b> Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4g find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p><b>Multiplication and Division (1) Unit 5</b></p> <p><u>L.O. To multiply and divide by 7 (2)</u> Lesson 7</p> <p><u>L.O. To multiply and divide by 7 (2)</u> Lesson 8</p> <p><u>L.O. To multiply and divide 11 and 12</u> Lesson 9</p> <p><b>Curriculum Links:</b> Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 x 12 Ma4/2.3b use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers Ma4/2.3c recognise and use factor pairs and commutativity in mental calculations Ma4/2.3d multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p>

	<p>answer is a whole number</p> <p>Ma4/2.4d add and subtract fractions with the same denominator</p> <p>Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>Ma4/2.4f recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math></p>	<p>Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>Ma4/2.4f recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math></p>	<p>Ma4/2.4f recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math></p>	<p>Ma4/2.4i compare numbers with the same number of decimal places up to 2 decimal places</p> <p>Ma4/2.4j solve simple measure and money problems involving fractions and decimals to 2 decimal places.</p>	<p>Ma4/2.4i compare numbers with the same number of decimal places up to 2 decimal places</p> <p>Ma4/2.4j solve simple measure and money problems involving fractions and decimals to 2 decimal places.</p> <p>Ma4/2.4g find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p>Ma4/2.3e solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>
<p><b>Catch Up Maths</b> <b>JoH</b></p> <p>Responds flexibly to information from the progress and attainment in main sessions</p> <p><b>Measurement – Length, Mass, Capacity</b></p> <p><b>Quick blasts of TIME</b> Minutes to, past and Conversion- Seconds Minutes Hours Months and days in each</p>	<p><b>Measurement: Length</b></p> <p><u>L.O. To accurately measure and record length, using metres, centimetres and millimetres</u></p> <p><u>LO: to convert between m to cm, and cm to mm</u></p> <p>- read lengths in centimetres and millimetres -converting between both.</p>	<p><b>Measurement: Mass</b></p> <p><u>L.O. To read a range of scales relating to mass, including those with missing intervals.</u></p> <p><u>LO: to convert between kg and g</u></p> <p>- read mass in kilograms and grams -converting between both.</p>	<p><b>Measurement: Capacity</b></p> <p><u>L.O. To read and record capacity, using litres, and millilitres</u></p> <p><u>LO: to convert between L and ml</u></p> <p>- read capacity in litres and millilitres -converting between both.</p>	<p><b>Measurement: Length, Mass and Capacity</b></p> <p><u>L.O. To problem solve, using a range of different measures</u></p> <p>-Problem solving -compare and order measurements given in millimetres, centimetres and metres -Add and subtract lengths.</p>	<p><b>Time Revision (Y3)</b></p> <p><u>L.O. To be able to read time on an analogue clock.</u></p> <p>Consolidate basics Know there are 2 scales on a clock face.</p> <p><b>Outcome</b> Read time to the nearest minute – past and to the hour.</p> <p>Recap Days of the week Number of days in a year</p>	<p><b>Time Revision (Y3)</b></p> <p><u>L.O. To convert times between units of time (seconds, minutes, hours)</u></p> <p>Practically represent equivalence of units of time</p> <p><b>Outcome</b> Part whole model representations and diagrams</p> <p>Recap How a calendar works Recap Months of the year. Number of days in each month</p>

<p><b>Calculation</b></p>	<p><b>4NF-1</b> Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p><b>8x</b></p>	<p><b>4NF-1</b> Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p><b>9x</b></p>	<p><b>4NF-1</b> Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p><b>9x</b></p>	<p><b>4NF-1</b> Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p><b>11x</b></p>	<p><b>4NF-1</b> Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p><b>12x</b></p>	<p><b>4NF-1</b> Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p><b>12x</b></p>
<p><b>Science</b> <b>JoH</b></p> <p><b>States of Matter</b> <b>Working scientifically (WS)</b></p> <ol style="list-style-type: none"> <li>1. Ask relevant questions and conduct experiments to answer them.</li> <li>2. Use a variety of experiments to answer questions.</li> <li>3. Set up simple practical enquiries, comparative and fair tests</li> <li>4. Record results in a report using a variety of methods including: Charts. Graphs. Diagrams.</li> <li>5. Deliver an oral report on experiments.</li> <li>6. Use results to draw simple conclusions and make predictions for new values.</li> <li>7. Use straightforward scientific evidence to answer questions or to support their findings</li> </ol>	<p><b>States of Matter</b> Sc4/3.1a <b>L.O.</b> To understand that everything in the universe is made of matter</p> <p><b>L.O.</b> To be able to classify items as being solid, liquid or gas</p> <p>Explore with materials. Sort them into groups</p> <p><b>Outcome (WS 4)</b> Drawn table/diagram with headings of 'solids', 'liquids' and 'gases' and images of solids, liquids and gases Add their own examples (for</p>	<p><b>States of Matter</b> Sc4/3.1b <b>L.O.</b> To be able to describe ways that matter can change state</p> <p>Identify and name the different states of water and observe them practically. Orally describe observations using key words for the week</p> <p><b>Outcome (WS 3,5,4)</b> Recorded observations in pictures with captions. <a href="https://www.youtube.com/watch?v=tuE1LePDZ4Y">https://www.youtube.com/watch?v=tuE1LePDZ4Y</a></p>	<p><b>States of Matter</b> Sc4/3.1b <b>L.O.</b> To know how to carry out a fair test (when investigating the melting of chocolate)</p> <p>Explore and observe the melting point of different types of the same material (chocolate) Find out: which type of chocolate melts fastest?</p> <p><b>Outcome (WS 2,3,4,8)</b> Individual bar charts showing the different melting times and explain why they observed differences.</p>	<p><b>States of Matter</b> Sc4/3.1c <b>L.O.</b> To be able to identify the different states of water in the water cycle.</p> <p>Name and explain the different parts of the cycle. Make the weather link strong too. Explain how evaporation &amp; condensation, precipitation and collection are involved Each group will have part of the water cycle to explain/demonstrate.</p> <p><b>Outcome (WS 5)</b></p>	<p><b>States of Matter</b> Sc4/3.1c <b>L.O.</b> To be able to explain the processes in each section of the water cycle.</p> <p>Recap knowledge from last week. Model features of a labelled diagram.</p> <p><b>Outcome (WS 4)</b> Labelled poster</p>	<p><b>States of Matter</b> Sc4/3.1c <b>L.O.</b> To demonstrate knowledge of the importance of the water cycle</p> <p>Recall and review facts from reading session last week. Consider how important water is to both plants &amp; animals &amp; how to conserve it. Model what form the writing should take and its purpose.</p> <p><b>Outcome (WS 7)</b> Written report</p>

8.Evaluate the experiment and suggest improvements.	gases, think of things that smell or that can be sprayed)	L.O. To use knowledge of the melting, boiling or freezing points of different materials to consider real-life application of knowledge. <b>Melting food</b>	L.O. To use knowledge of the melting, boiling or freezing points of different materials to solve real-life problems <b>Salt on paths</b>	Class dramatic piece – outside if possible.  L.O. To use knowledge of the melting, boiling or freezing points of different materials to solve real-life problems <b>Flopping plants</b>		
<b>Art &amp; design</b>	<b>None this half term</b>					
<b>Computing</b> <b>JoH</b>	<b>1.4 Communicating: Text and images</b> Compare analogue with digital art <i>Why do we use computers to create art? Look at examples of digital and analogue art and discuss the differences. Discuss who owns a picture – is there a difference if it is online or hanging in an art gallery?</i> <a href="https://www.bbc.co.uk/bitesize/articles/zy2v34j">https://www.bbc.co.uk/bitesize/articles/zy2v34j</a> Use this app to create original digital artwork. <a href="https://paintz.app/">https://paintz.app/</a> and /or <a href="https://www.purplemash.com/app/tools/2paintapic">https://www.purplemash.com/app/tools/2paintapic</a>		<b>1.4 Communicating: Text and images</b> Investigate Mondrian style art <a href="https://www.stephen.com/mondriamat/mondrian/rh.html">https://www.stephen.com/mondriamat/mondrian/rh.html</a>	<b>1.4 Communicating: Text and images</b> Create a photo montage of shapes – from Google images and create own patterns using Google slides tools Resize, format, copy, paste, layer		<b>1.4 Communicating: Text and images</b> Print, present and display work
<b>Design &amp; technology</b>	<b>Construction: Viking Village</b>  <u>L.O. To design a historically accurate Viking longhouse</u>  <u>Outcome:</u> Children will design a historically accurate Viking longhouse, consider its purpose, how to construct it and the materials they will need.	<b>Construction: Viking Village</b>  <u>L.O. To use my knowledge of house construction to create a Viking longhouse frame</u>  <u>Outcome:</u> Children will work out how to create a sturdy frame for their longhouse and begin building as well as using some of the following techniques:	<b>Construction: Viking Village</b>  <u>L.O. To strengthen a Viking longhouse frame</u>  <u>Outcome:</u> Children will assess their structures and make changes to strengthen the structure further and use the following techniques:  Measure, mark, cut and shape materials and	<b>Construction: Viking Village</b>  <u>L.O. To build the walls of my Viking longhouse using suitable materials</u>  <u>Outcome:</u> Children will choose materials to create the walls of their longhouses and use the following skills:  Measure, mark, cut and shape materials and components to ensure a more accurate fit.	<b>Construction: Viking Village</b>  <u>L.O. To use my construction skills to build a longhouse roof</u>  <u>Outcome:</u> Children will build the roof of their longhouse using the following skills:  Measure, mark, cut and shape materials and components to ensure a more accurate fit.  Join, assemble and combine materials and	<b>Construction: Viking Village</b>  <u>L.O. To evaluate my Viking longhouse</u>  <u>Outcome:</u> Children will evaluate their finished product using their initial design criteria and discuss what they did well and where they could improve.  <b>Curriculum Links:</b> <a href="#">DT2/1.3b</a> <a href="#">Evaluate: Their product</a>

	<p><b>Curriculum Links:</b>  DT2/1.1a  Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  DT2/1.1b  Design: Own product generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  DT2/1.3a  Evaluate: investigate and analyse a range of existing products  DT2/1.3c  Evaluate: Designers understand how key events and individuals in design and technology have helped shape the world linkages]</p>	<p>Measure, mark, cut and shape materials and components to ensure a more accurate fit.</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Apply finishing techniques to strengthen</p> <p>Cut strip wood, dowel and square section wood  Peg pieces until held  Use glues guns with 1-1 supervision as needed  Sawing  Finishing</p> <p>Use triangles for strength</p> <p>Use of corners for stability</p> <p><b>Curriculum Links:</b>  DT2/1.2a  Make: Tools  select from and use a wider range of tools and equipment to perform practical tasks accurately  DT2/1.2b  Make: Materials  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  DT2/1.4a  apply their understanding of how to strengthen, stiffen and</p>	<p>components to ensure a more accurate fit.</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Apply finishing techniques to strengthen</p> <p>Cut strip wood, dowel and square section wood  Peg pieces until held  Use glues guns with 1-1 supervision as needed  Sawing  Finishing</p> <p>Use triangles for strength</p> <p>Use of corners for stability</p> <p><b>Curriculum Links:</b>  DT2/1.2a  Make: Tools  select from and use a wider range of tools and equipment to perform practical tasks accurately  DT2/1.2b  Make: Materials  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  DT2/1.4a  apply their understanding of how to strengthen, stiffen and</p>	<p>Join, assemble and combine materials and components with some accuracy</p> <p>Apply finishing techniques to strengthen</p> <p>Cut strip wood, dowel and square section wood  Peg pieces until held  Use glues guns with 1-1 supervision as needed  Sawing  Finishing</p> <p>Use triangles for strength</p> <p>Use of corners for stability</p> <p>Effective use of masking tape</p> <p>Glue gun advantages and disadvantages.</p> <p>Create a shell or frame structure; strengthen frames with diagonal struts.  Prototype frame and shell structures</p> <p><b>Curriculum Links:</b>  DT2/1.2a  Make: Tools  select from and use a wider range of tools and equipment to perform</p>	<p>components with some accuracy</p> <p>Apply finishing techniques to strengthen</p> <p>Cut strip wood, dowel and square section wood  Peg pieces until held  Use glues guns with 1-1 supervision as needed  Sawing  Finishing</p> <p>Use triangles for strength</p> <p>Use of corners for stability</p> <p><b>Curriculum Links:</b>  DT2/1.2a  Make: Tools  select from and use a wider range of tools and equipment to perform practical tasks accurately  DT2/1.2b  Make: Materials  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  DT2/1.4a  apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
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		reinforce more complex structures	reinforce more complex structures	practical tasks accurately DT2/1.2b Make: Materials Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures		
<b>Geography</b>	<b>None this half term</b>					
<b>History</b>	<p><b>Anglo-Saxons and Vikings</b></p> <p><u>L.O. To identify and order key events from the Viking era</u></p> <p><u>L.O. To compare a Viking and Anglo-Saxon house</u></p> <p>Who were they?</p> <p>Look at Anglo-Saxon timeline – Where are the Vikings?</p> <p>Look at key dates</p> <p><u>Outcome:</u> Children will order key events from the Viking era</p>	<p><b>Anglo-Saxons and Vikings</b></p> <p><u>L.O. To identify the features of a Viking longboat</u></p> <p><u>L.O. To Understand the benefits of the rolling log technique for moving Vikings ships</u></p> <p><u>Outcome:</u> Children will create a labelled diagram of a Viking longboat</p> <p>Children will replicate the log rolling technique with physical resources (plasticine)</p>	<p><b>Anglo-Saxons and Vikings</b></p> <p><u>L.O. To investigate the Viking raid of Lindisfarne</u></p> <p>Viking raids and invasion (Lindisfarne).</p> <p><u>Outcome:</u> Children will create a newspaper article including key facts about the raid of Lindisfarne</p> <p><b>Find resources</b></p> <p><b>Curriculum Links:</b> Hi2/1.4 Anglo-Saxons &amp; Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle</p>	<p><b>Anglo-Saxons and Vikings</b></p> <p><u>L.O. To understand laws and punishments of Viking Britain</u></p> <p>(Laws and justice)</p> <p><u>Outcome:</u> Use body parts cards to calculate ‘compensation’ based on the wergild payment system</p> <p>Discuss Viking crimes and assign suitable punishments based on the Viking justice system</p>	<p><b>Anglo-Saxons and Vikings</b></p> <p><u>L.O. To use research from secondary sources to create a labelled longhouse diagram</u></p> <p><u>Outcome:</u> Children will draw exterior of a longhouse and label. Children will draw a floorplan of a longhouse and label.</p> <p><b>Curriculum Links:</b> Hi2/1.4 Anglo-Saxons &amp; Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of</p>	<p><b>Anglo-Saxons and Vikings</b></p> <p><u>L.O. To explore Viking beliefs (Viking gods)</u></p> <p><u>Outcome:</u> Children will play a Viking gods card game</p> <p><b>Curriculum Links:</b> Hi2/1.4 Anglo-Saxons &amp; Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>

	<p>Children will recap features of an A-S house and list similarities and differences with a Viking longhouse</p> <p><b>Curriculum Links:</b> Hi2/1.4 Anglo-Saxons &amp; Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><b>Curriculum Links:</b> Hi2/1.4 Anglo-Saxons &amp; Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>for the Kingdom of England to the time of Edward the Confessor</p>	<p><b>Curriculum Links:</b> Hi2/1.4 Anglo-Saxons &amp; Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>England to the time of Edward the Confessor</p>	
<p><b>MFL</b> <b>JoH</b></p>	<p><b>6: Colours</b></p> <p>Be able to say and understand parts of the body. Be able to read, say and understand words for colours. Start to use a bilingual dictionary to find out plurals and genders.</p>	<p><b>7: Monsters!</b></p> <p>Learn the words grand and petit to describe size. Learn five words for facial features. Learn how to find the plural form of nouns in a bilingual dictionary.</p>	<p><b>8: Adjective agreements</b></p> <p>Start to understand that adjectives must agree with the noun they describe. Start to recognise the adjective agreement rule. Start to apply the adjective agreement rule.</p>	<p><b>8: Adjective agreements</b></p> <p>Start to understand that adjectives must agree with the noun they describe. Start to recognise the adjective agreement rule. Start to apply the adjective agreement rule.</p>	<p><b>10: Food</b></p> <p>Learn some words for food items. Pronounce words with the 'on' and 'om' nasal sounds. Learn part of a story.</p>	<p><b>11: Opinions about food</b></p> <p>Give opinions with reasons about food. Develop reading strategies to work out the meaning of new words. Learn a poem.</p>
<p><b>PE</b></p>	<p><b>Basketball</b></p> <p><u>L.O. to control a basketball</u></p> <p><b>Outcome:</b> Children will bounce the ball independently</p>	<p><b>Basketball</b></p> <p><u>L.O. to accurately pass a basketball</u></p> <p><b>Outcome:</b> Children will do paired work focussing on chest pass</p>	<p><b>Basketball</b></p> <p><u>L.O. to understand defensive tactics (in basketball)</u></p> <p><b>Outcome:</b> Children will play piggy in the middle style games using</p>	<p><b>Basketball</b></p> <p><u>L.O. to shoot at a basketball hoop</u></p> <p><b>LO: to use "layout" shot technique</b></p>	<p><b>Basketball</b></p> <p><u>L.O. to play small-sided games</u></p> <p><b>( 5 v 5 )</b></p> <p><b>Outcome:</b> Use the skills rehearsed</p>	<p><b>Basketball</b></p> <p><u>L.O. to play small-sided games</u></p> <p><b>( 5 v 5 )</b></p> <p><b>Outcome:</b> Use the skills rehearsed</p>

	<p>using single and alternate hands</p> <p>Children will move with the basketball, dribbling and keeping ball in control and close.</p> <p>Races in groups dribbling ball.</p> <p><b>Curriculum Links:</b> PE2/1.1b Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Single hand bounce pass Double hand bounce pass</p> <p>Races in groups applying skills from this week and last.</p> <p>Modified team games 3 v 3. Complete three passes in team to score goal.</p> <p><b>Curriculum Links:</b> PE2/1.1b Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>prior dribbling and passing skills</p> <p>Children will use defensive skills – blocking, body positioning, marking player to play piggy in the middle and prevent successful passes</p> <p>Modified team games 3 v 3. Complete three passes in team to score goal.</p> <p><b>Curriculum Links:</b> PE2/1.1b Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p><a href="https://www.youtube.com/watch?v=BwR1DPCVsP8">https://www.youtube.com/watch?v=BwR1DPCVsP8</a></p> <p><b>Outcome:</b> Children practise shooting at hoops</p> <p>Children practise shot to target</p> <p>Children learn layout technique (see video)</p> <p>Use bounce then two steps technique. Shoot opposite arm to foot.</p> <p>Children apply skills to play mini games shooting at hoop.</p> <p><b>Curriculum Links:</b> PE2/1.1b Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>previously to play small games (shooting at same hoop)</p> <p><b>Curriculum Links:</b> PE2/1.1b Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>previously to play small games (shooting at same hoop)</p> <p><b>Curriculum Links:</b> PE2/1.1b Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>
<p><b>RE</b> <b>LF</b> <b><u>Inspirational people from long ago:</u></b> What can we learn from inspiring leaders who started religions?</p>	<p><b>Judaism</b></p> <p><b><u>L.O. To describe the origin of celebrations in Jewish homes today.</u></b></p>	<p><b>Judaism</b></p> <p><b><u>L.O. To describe the origin of celebrations in Jewish homes today.</u></b></p>	<p><b>Christianity</b></p> <p><b><u>L.O. To understand the meaning and significance of the</u></b></p>	<p><b>Christianity</b></p> <p><b><u>L.O. To know why Jesus became known as a teacher (2 weeks)</u></b> Quick overview of Jesus from child to man.</p>	<p><b>No R.E.</b></p>	

<p><b>Moses and Jesus</b>  Respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2)</p> <p>Use their thinking about stories of Moses to explore how Jews today celebrate key events from their history (e.g. in Passover) (B3)</p> <p>Respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from stories of his life, teaching and example, connecting stories about Jesus to Christian beliefs (A2)</p> <p>Use their thinking about stories of Jesus to explore how Christians today celebrate key events from their history (e.g. Lent (B3)</p> <p>Consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama, weighing up the effectiveness of the different media (A3)</p>	<p>-Learn the key celebration -  Passover  -Recall events in the story of Moses.</p> <p><b>Outcome:</b>  Add captions and paragraphs to pictures of celebration today.  Add own drawings from the Moses story if desired.</p>	<p>-Learn the key celebration -  Passover  -Recall events in the story of Moses.</p> <p><b>Outcome:</b>  Complete Seder plate activity</p>	<p><b>10 commandments.</b>  Understand the term 'commandment'.  Consider why God gave these to Moses.  What do they mean?  Compare to rules they know.  Identify the civil and religious ones.</p> <p><b>Outcome:</b>  Discussion  Sorting table for types of rules, with more civil (ordinary citizens) rules added in.</p>	<p>Give groups a story to read and grasp the learning Jesus wanted people to receive from his storytelling.  Write a summary of it.  Identify in the correct bible section.</p> <p>Why do you think he used stories?</p> <p><b>Outcome:</b>  Groups tell the class a summary of their story and the class have to work out the teaching point.  Groups explain their understanding of the message because of discussing it in detail.</p>		
<p><b>RSHE</b>  <b>LF</b></p>	<p><b>C2) Where do you feel like you belong?</b>  <u>L.O. to explore different relationships within our community</u></p> <p><b>Outcome:</b>  Watch Odd Dog  Out story:  <a href="https://www.youtube.com/watch?v=E-CoCmgj4Dk">https://www.youtube.com/watch?v=E-CoCmgj4Dk</a></p> <p>Discuss where Odd Dog feels like belongs and why.</p>	<p><b>C2) Where do you feel like you belong?</b>  <u>L.O. to discuss how to contribute to and respect all members of our community</u></p> <p><b>Outcome:</b>  Discussion from Slides (from slide 23)  What is a citizen?</p> <p>How can we contribute to our community?</p>	<p><b>C2) Where do you feel like you belong?</b>  <u>L.O. to discuss how to help others feel like they belong to our community</u></p> <p><b>Outcome:</b>  Read (You Tube) The Name Jar</p> <p>Answer discussion questions (from slide 40)</p> <p>Discuss issues arising as needed</p>	<p><b>Os6) Verifying content</b>  <u>L.O. to understand the meaning of the phrase "fake news"</u></p> <p>Introduction to fake news</p> <p><b>Outcome:</b>  Watch clips and look at adverts  <a href="https://www.bbc.co.uk/newsround/42243459">https://www.bbc.co.uk/newsround/42243459</a></p> <p>Show two advert images; can the</p>	<p><b>Os6) Verifying content</b>  <u>L.O. To recognise fake news</u></p> <p><b>Outcome:</b>  Children use iPads or laptops to go to online resource: <i>Newsround - Tips on avoiding fake news</i>  <a href="https://www.bbc.co.uk/newsround/38906931">https://www.bbc.co.uk/newsround/38906931</a></p> <p>Children write down 5key pieces of</p>	<p><b>Os6) Verifying content</b>  <u>L.O. To recognise fake news</u></p> <p><b>Outcome:</b>  <i>Quiz</i>  <a href="https://www.bbc.co.uk/cbbc/quizzes/real-or-fake-news-quiz">https://www.bbc.co.uk/cbbc/quizzes/real-or-fake-news-quiz</a>  Can children guess whether these stories are real or fake?  Encourage them to suggest their</p>

	<p>Discussion from Slides around community and relationships within your community Who are you closer to?</p> <p>How do you contribute to your community and vice versa?</p> <p>Extra activity: Complete personal community sheet</p> <p><b>Curriculum Links:</b> R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, online relationships) R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R33. to listen and respond respectfully to a wide range of</p>	<p>How are families different? (NOT penguin book but just discussion points)</p> <p>Should we respect all types of families equally?</p> <p>Discuss issues arising as needed</p> <p><b>Curriculum Links:</b> R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, online relationships) R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p><b>Curriculum Links:</b> R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, online relationships) R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>children tell if they are fake, true, or a mixture of the two.</p> <p>Watch Newsround link <a href="https://www.bbc.co.uk/newsround/42185484">https://www.bbc.co.uk/newsround/42185484</a></p> <p>Discuss why it is difficult to identify fake news</p> <p><b>Curriculum Links:</b> L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>information and then share with the rest of</p> <p>their groups and then with the whole class.</p> <p><b>Curriculum Links:</b> L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>reasoning for why they believe it or not</p> <p>Teacher verifies the correct ones by modelling how to cross-reference using the internet</p> <p>Children create their own news article for peers to guess whether its fake or real.</p> <p><b>Curriculum Links:</b> L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
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	<p>people, including those whose traditions, beliefs and lifestyle are different to their own</p>					
<p><b>Music</b>  <i>National Curriculum outcomes for KS2</i>  listen with attention to detail and recall sounds with increasing aural memory</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Y4LSU Recorders</b></p>					