

SPRING 2 Medium Term Plan 2023 Year Group 4

Subject	Week 1 Aquafest	Week 2*	Week 3	Week 4*	Week 5 Thornbridge	Week 6
English Writing	<p>Viking Diary</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><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</p>	<p>Viking Diary</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><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>L.O. To present my writing using joined handwriting (2 lessons)</u></p> <p><u>Outcome:</u></p>	<p>Anglo-Saxon Play</p> <p><u>L.O. To identify features of a play script</u></p> <p><u>Outcome:</u> Children will be familiar with features of play scripts and know how to use one</p> <p><u>L.O. To speak audibly and fluently to participate in a role play</u></p> <p><u>L.O. To use expression to maintain the interest of the audience</u></p> <p><u>Outcome:</u> Children will rehearse using appropriate volume, expression, tone and actions to convey meaning</p> <p>Curriculum Links:</p>	<p>Non-Chronological Report – Viking Longhouse</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</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><u>L.O. To use prepositions to describe location</u></p> <p><u>Outcome:</u></p>	<p>Non-Chronological Report – Viking Longhouse</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> Children will write their family life</p>	<p>Non-Chronological Report – Viking Longhouse</p> <p><u>L.O. To edit and improve my writing</u></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>Anglo-Saxon Play</p> <p><u>L.O. To speak audibly and fluently to participate in a role play</u></p> <p><u>L.O. To use expression to maintain the interest of the audience</u></p>

	<p>emotions from a text and record on poster paper in groups</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>Curriculum Links:</u> W2 Use Standard English word inflections – we were, I was (noun verb agreement) W3 Make good choices of vocabulary to make writing interesting W5 Use the correct forms of past participles of irregular verbs P3 Use commas after fronted adverbials P4 Use apostrophes correctly to show contractions P5 Use exclamation marks and question marks correctly C1 Start to use pronouns to avoid repetition and aid cohesion RC11: draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>	<p>Children will blue pen their work and write up their work 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 vocabulary to make writing interesting W5 Use the correct forms of past participles of irregular verbs P3 Use commas after fronted adverbials P4 Use apostrophes correctly to show contractions P5 Use exclamation marks and question marks correctly C1 Start to use pronouns 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>C5 Use suitable intonation when reading work aloud RC1: listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks RC2: read books that are structured in different ways and read for a range of purposes RC6: prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Children will write a paragraph focussing on longhouse exterior</p> <p>Anglo-Saxon Play</p> <p><u>L.O. To speak audibly and fluently to participate in a role play</u></p> <p><u>L.O. To use expression to maintain the interest of the audience</u></p> <p><u>Outcome:</u> Children will rehearse using appropriate volume, expression, tone and actions to convey meaning</p> <p><u>Curriculum Links:</u> T1 Organise my writing into paragraphs T6 Non-Narrative Reports: Headings, Subheadings, text boxes, bullet points, captions, more content, T2 Write an initial sentence indicating content of the paragraph C1 Start to use pronouns to avoid repetition and aid cohesion S1 Write noun phrases</p>	<p>paragraph using expanded noun phrases</p> <p>Anglo-Saxon Play</p> <p><u>L.O. To speak audibly and fluently to participate in a role play</u></p> <p><u>L.O. To use expression to maintain the interest of the audience</u></p> <p><u>Outcome:</u> Children will rehearse using appropriate volume, expression, tone and actions to convey meaning</p> <p><u>Curriculum Links:</u> T1 Organise my writing into paragraphs T6 Non-Narrative Reports: Headings, Subheadings, text boxes, bullet points, captions, more content, T2 Write an initial sentence indicating content of the paragraph C1 Start to use pronouns to avoid repetition and aid cohesion S1 Write noun phrases expanded by</p>	<p><u>Outcome:</u> Children will rehearse using appropriate volume, expression, tone and actions to convey meaning</p> <p><u>Curriculum Links:</u> T1 Organise my writing into paragraphs T6 Non-Narrative Reports: Headings, 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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				expanded by adjectives, nouns and prepositional phrases S3 Use <i>When Where How Why</i> , conjunctions, adverbs and prepositions to start and end a sentence and create a subordinate clause e.g. as, whilst, before, until, so	adjectives, nouns and prepositional phrases S3 Use <i>When Where How Why</i> , conjunctions, adverbs and prepositions to start and end a sentence and create a subordinate clause e.g. as, whilst, before, until, so	
Spelling	Experience Question Disappear Important Spelling Pattern -tion Invention Injection Action	Accident Believe Strange Reign Spelling Pattern -ssion Discussion Admission Expression	Interest Various Possible Spelling Pattern -sion Extension Comprehension Tension	Grammar Woman Women Spelling Pattern -cian Magician Musician Electrician	Promise Therefore Opposite Spelling Pattern “zuh” sound Treasure Measure Enclosure	Ordinary Perhaps Pressure Spelling Pattern “chuh” sound Picture Creature Nature
Grammar	Commas in a list	Commas for fronted adverbials	Plural and possessive S	Plural and possessive S	Apostrophes for contractions	Apostrophes for plural possession
Reading	Attack of the Vikings <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	Attack of the Vikings <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	Anglo-Saxon Play <u>Curriculum Links:</u> RC1: listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks RC2: 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	Anglo-Saxon Play <u>Curriculum Links:</u> RC1: listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks RC2: read books that are structured in different ways and read for a range of purposes RC7 discuss interesting words and phrases	Anglo-Saxon Play <u>Curriculum Links:</u> RC1: listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks RC2: read books that are structured in different ways and read for a range of purposes RC7 discuss interesting words and phrases	Anglo-Saxon Play <u>Curriculum Links:</u> RC1: listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks RC2: read books that are structured in different ways and read for a range of purposes RC7 discuss interesting words and phrases

			RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning	RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning	RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning	RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning
Comprehension (PPA)	VIPERS Matching up question style	VIPERS Choose the statement that summarises the paragraph content the best.	VIPERS Ordering evidence in order of most significant to least – to support prediction.	VIPERS Ordering events question style	VIPERS Ordering events question style	VIPERS Create own questions of each type
	Week 1 Aquafest	Week 2*	Week 3	Week 4*	Week 5 Thornbridge	Week 6
Maths	Fractions: Unit 8 <u>L.O. To recognise tenths and hundredths</u> Lesson 1 <u>Outcome:</u> From page 71 <u>L.O. To recognise tenths and hundredths</u> Lesson 2 <u>Outcome:</u> From page74 <u>L.O. To find equivalent fractions</u> Lesson 3 <u>Outcome:</u> From page 77 Curriculum Links:	Fractions: Unit 8 <u>L.O. To find equivalent fractions</u> Lesson 4 <u>Outcome:</u> From page 80 <u>L.O. To simplify fractions using division</u> Lesson 5 <u>Outcome:</u> From page 83 <u>L.O. To recognise fractions greater than 1</u> Lesson 6 <u>Outcome:</u> From page 86	Fractions: Unit 9 <u>L.O. To add fractions</u> Lesson 1 <u>Outcome:</u> From page 94 <u>L.O. To subtract fractions from a mixed number</u> Lesson 2 <u>Outcome:</u> From page 97 <u>L.O. To subtract fractions from a whole number</u> Lesson 3 <u>Outcome:</u> Page 100 <u>L.O. To solve problems involving</u>	Fractions: Unit 9 <u>L.O. To find unit fractions of an amount</u> <u>Outcome:</u> Practical session using whiteboards and real life items <u>L.O. To find fractions of a quantity</u> Lesson 6 <u>Outcome:</u> From page 109 <u>L.O. To find fractions of a quantity</u> Lesson 7 <u>Outcome:</u> From page 112	Multiplication and Division Revision <u>L.O. To recall multiplication and division facts for 3 and 4 times tables</u> <u>Outcome:</u> Children will participate in practical maths games using multiplication and division skills <u>L.O. To recall multiplication and division facts for the 6 times table</u> Lesson <u>Outcome:</u> Children will participate in practical maths games using	Multiplication and Division: Unit 5 Book 4A <u>L.O. To multiply and divide by 9</u> Lesson 7 <u>Outcome:</u> From page 147 <u>L.O. To recall multiplication facts for the 9 times table</u> Lesson 8 <u>Outcome:</u> From page 150 <u>L.O. To multiply and divide by 7</u> Lesson 9 <u>Outcome:</u> From page153

	<p>Ma4/2.4a recognise and show, using diagrams, families of common equivalent fractions</p> <p>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.</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 $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$</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><u>L.O. To recognise fractions greater than 1</u> Lesson 7</p> <p><u>Outcome:</u> Page 89</p> <p><u>Curriculum Links:</u> Ma4/2.4a recognise and show, using diagrams, families of common equivalent fractions 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. Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths</p>	<p><u>adding and subtracting fractions</u> Lesson 4</p> <p><u>Outcome:</u> From page 103</p> <p><u>Curriculum Links:</u> 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 answer is a whole number Ma4/2.4d add and subtract fractions with the same denominator Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4f recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$</p>	<p><u>L.O. To find fractions of a quantity</u> Lesson 8</p> <p><u>Outcome:</u> From page 115</p> <p><u>Curriculum Links:</u> 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 Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4f recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$</p>	<p>multiplication and division skills</p> <p><u>L.O. To use the written method for multiplication</u></p> <p><u>Outcome:</u> Children will complete practise questions and apply to practical activities</p> <p><u>L.O. To use the written method for division</u></p> <p><u>Outcome:</u> Children will complete practise questions and apply to practical activities</p> <p><u>Curriculum Links:</u> Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12×12 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 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><u>L.O. To recall multiplication facts for the 7 times table</u> Lesson 10</p> <p><u>Outcome:</u> From page 156</p> <p><u>Curriculum Links:</u> Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12×12 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 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>
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	<p>recognise products in multiplication tables as multiples of the corresponding number.</p> <p>Fact of the day: 3 3s are 6 4 3s are 12 - 6 3s are 18 7 3s are 21</p>	<p>recognise products in multiplication tables as multiples of the corresponding number.</p> <p>Fact of the day: 8 3s are 24 9 3s are 27 - 4 4s are 16 - 6 4s are 24</p>	<p>recognise products in multiplication tables as multiples of the corresponding number.</p> <p>Fact of the day: 7 4s are 28 8 4s are 32 9 4s are 36 - 6 6s are 36</p>	<p>recognise products in multiplication tables as multiples of the corresponding number.</p> <p>Fact of the day: 7 6s are 42 8 6s are 48 9 6s are 54 - 7 7s are 49</p>	<p>recognise products in multiplication tables as multiples of the corresponding number.</p> <p>Fact of the day: 8 7s are 56 9 7s are 63 - 8 8s are 64 9 8s are 72</p>	<p>recognise products in multiplication tables as multiples of the corresponding number.</p> <p>Fact of the day: 8 8s are 64 9 8s are 72 - 9 9s are 81 -</p>
Calculation (PPA)	<p>Fact of the day Quick mental subtraction strategies Counting on</p>	<p>Fact of the day Quick mental addition strategies Balancing bar</p>	<p>Fact of the day Mental Multiplication</p>	<p>Fact of the day Quick mental addition strategies Shut The Box</p>	<p>Fact of the day Addition bingo (MWA p17)</p>	<p>Fact of the day 2D shape guess</p>
<p>Science (PPA) All Living Things Sc4/2.1a Recognise that living things can be grouped in a variety of ways Sc4/2.1b Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Sc4/2.1c Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><u>L.O. To know how to select criteria for sorting living things and understand similarities and differences between them</u> -Sort animal pictures/ descriptions into groups based on physical characteristics: Size, shape, colour, texture, limbs, wings, beaks etc -Justify sorting decisions -Discuss common physical features</p>	<p><u>L.O. To be able to use classification keys to classify animals</u> -Know the names of animal groups: birds, amphibians etc -Recap vertebrate and invertebrate -Identify characteristics that are different. -Compose questions to divide a group of animals. -Follow a key to identify an animal Outcome: Create a key to identify animals</p>	<p><u>L.O. To understand what a habitat is and identify the different types of habitat</u> -Know the definition of a habitat. -Consider habitats the children are familiar with and the animals they could find there. -Identify simple features of different habitats (rainforest, desert, Artic tundra, coral reef, woodland, rock pool)</p>	<p><u>L.O. To understand how different habitats support different types of plants and animals</u> -Use the QR codes to access DK https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/land-habitats/https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/african-savanna/https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/amazon-rainforest/https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/american-desert/https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/coral-reef/https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/rainforest-layers/https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/rock-pool/https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/rotime-lose/https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/antarctic-habitat-simplerhttps://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/tundra/https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/wetlands/</p>	<p><u>L.O. To understand factors which can affect habitats and animals</u> Outcome 1: -Present information posters to the class. Compare and contrast together. -Understand ways in which habitats can be threatened. (Deforestation in the rainforest, Hunting and Ivory trade in Africa, Palm Oil trade in Borneo)</p>	<p><u>L.O. To investigate a micro habitat in the local area.</u> -Name flora in the school playground. -Brainstorm possible animals in this area. -Children to use a PE hoop to mark a chosen area to investigate close up. -Remind children they will need to use their classification knowledge. (Also use given identification charts.)</p>

<p>https://www.stem.org.uk/resources/elibrary/resource/133747/save-our-home</p>	<p>shared by different groups. Outcome: Children create labels and titles for each of their groups to help them remember and organise the information. (Copy of group poster into books)</p>	<p>(Move and stick label option)</p>	<p>Outcome: Label pictures of habitats with their key features</p>	<p>Include information about rainfall, temperature, vegetation -Record key information Outcome 1: Produce a large group poster with information to explain to others.(Include exploded pictures) sub headings etc (Copies in books)</p>	<p>-Analyse data on changing animal numbers in environments and consider why. -Consider possible threats for their habitats Outcome 2: Below their habitat poster photo in books, ch will add info on possible threats to their habitat.</p>	<p>Outcome: Record observations, noting plants and animals in 2 locations. Compare and explain findings. Together, share and discuss threats in this local habitat.</p>
<p>Art & design</p>		<p>None this half term</p>				
<p>Computing (PPA) Communicating: Multimedia 2.4 What makes an excellent multimedia story?</p>	<p>L.O. To understand what a multi-media story is. Discuss the different elements that make up a MM story, such as text, images, videos, audio and animation. Outcome: Analysis of the elements of successful MM stories – a tick list checker</p>	<p>L.O. To know how to use Stop Motion Studio animation software T model how to use the software using a toy. Include the importance of frame rate, how to duplicate and delete frames, and onion skinning (shows last frame taken and current camera image so you can see what has changed). Outcome: Children have an experimentation session to familiarise</p>	<p>L.O. To know how to insert a video into a powerpoint presentation. FIRST: Discuss how to export the animation as a video (the project file can only be read by the specific software. Export as e.g. an .avi file to play on any computer, or edit in Windows Movie Maker) Then: Outcome: Follow the instructions and experiment with changing the background and adding a title.</p>	<p>L.O. To be able to plan a visual story How to create a story plan Outcome: Brainstorm and create a group story plan. Plan what they need for their filming next week.</p>	<p>L.O. To be able to create a visual multi-media story Film Save with correct frame rate Save Upload Outcome: A short animated film saved and uploaded to pupil drives – or at least a class folder on staffshare.</p>	<p>L.O. To be able to create a visual multi-media story Create within a PowerPoint (assignment) Add background and music Outcome: Animations completed in PowerPoint form in Google classroom Share and positively appraise next HT</p>

		themselves with the software.	(Set the PowerPoint as an assignment on GC)			
Design & technology	<p>Construction: Viking Village</p> <p><u>L.O. To design a historically accurate Viking longhouse</u></p> <p><u>Outcome:</u> Children will design a historically accurate Viking longhouse, consider its purpose, how to construct it and the materials they will need.</p> <p><u>Curriculum Links:</u> 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:</p>	<p>Construction: Viking Village</p> <p><u>L.O. To use my knowledge of house construction to create a Viking longhouse frame</u></p> <p><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:</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>Construction: Viking Village</p> <p><u>L.O. To strengthen a Viking longhouse frame</u></p> <p><u>Outcome:</u> Children will assess their structures and make changes to strengthen the structure further and use the following techniques:</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>Construction: Viking Village</p> <p><u>L.O. To build the walls of my Viking longhouse using suitable materials</u></p> <p><u>Outcome:</u> Children will choose materials to create the walls of their longhouses and use the following skills:</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>Construction: Viking Village</p> <p><u>L.O. To use my construction skills to build a longhouse roof</u></p> <p><u>Outcome:</u> Children will build the roof of their longhouse using the following skills:</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><u>Curriculum Links:</u> DT2/1.2a</p>	<p>Construction: Viking Village</p> <p><u>L.O. To evaluate my Viking longhouse</u></p> <p><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.</p> <p><u>Curriculum Links:</u> DT2/1.3b Evaluate: Their product evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>

	<p>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>Use of corners for stability</p> <p>Curriculum Links: 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>Curriculum Links: 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>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>Curriculum Links: 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>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>Geography</p>	<p>None this half term</p>					

<p>History</p>	<p>Anglo-Saxons and Vikings</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>Children will recap features of an A-S house and list similarities and differences with a Viking longhouse</p> <p><u>Curriculum Links:</u> Hi2/1.4 Anglo-Saxons & 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>Anglo-Saxons and Vikings</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><u>Curriculum Links:</u> Hi2/1.4 Anglo-Saxons & 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>Anglo-Saxons and Vikings</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>Find resources</p> <p><u>Curriculum Links:</u> Hi2/1.4 Anglo-Saxons & 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>Anglo-Saxons and Vikings</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><u>Curriculum Links:</u> Hi2/1.4 Anglo-Saxons & 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>Anglo-Saxons and Vikings</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><u>Curriculum Links:</u> Hi2/1.4 Anglo-Saxons & 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>Anglo-Saxons and Vikings</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><u>Curriculum Links:</u> Hi2/1.4 Anglo-Saxons & 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>
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<p>MFL (PPA)</p>	<p>5: Parts of the body</p> <p>Learn parts of the body, being able to say and understand them orally. Be able to read and write parts of the body. Be able to identify the 'ou' sound and say a tongue twister with the sound in.</p>	<p>6: Colours</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>6: Colours</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>7: Monsters!</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>8: Adjective agreements</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>8: Adjective agreements</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>PE</p>	<p>Planned and led by South Yorkshire Cricket</p>					
<p>RE (PPA) Y4EB only Y4LSU Learning to play a musical instrument <u>Inspirational people from long ago:</u></p> <p>What can we learn from inspiring leaders who started religions? Moses and Jesus</p> <p><small>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)</small></p> <p><small>Use their thinking about stories of Moses to explore how Jews today celebrate key events from their history (e.g. in Passover) (B3)</small></p> <p><small>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)</small></p> <p><small>Use their thinking about stories of Jesus to explore how Christians today celebrate key events from their history (e.g. Lent) (B3)</small></p> <p><small>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)</small></p> <p>Moses and Jesus</p>	<p><u>L.O. To explain the 10 plagues on the Egyptians sent by God.</u></p> <p>-Cause -Impact -Result</p> <p>Groups analyse their plague.</p> <p>Outcome: Prepare arguments why their plague might have been the worst.</p>	<p><u>L.O. To explain the 10 plagues on the Egyptians sent by God.</u></p> <p>-Cause -Impact -Result</p> <p>Groups complete their presentations.</p> <p>Outcome: Presentation of arguments Class debate</p>	<p><u>L.O. To describe the origin of celebrations in Jewish homes today.</u></p> <p>-Learn the key celebration -Recall events in the story of Moses.</p> <p>Outcome: Add captions and paragraphs to pictures of celebration today. Add own drawings from the Moses story if desired.</p>	<p><u>L.O. To understand the meaning and significance of the 10 commandments.</u></p> <p>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. Outcome: Discussion Sorting table for types of rules, with more civil (ordinary citizens) rules added in.</p>	<p><u>L.O. To know why Jesus became known as a teacher (2 weeks)</u></p> <p>Quick overview of Jesus from child to man. 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>Outcome: 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>RSHE</p>	<p>C2) Where do you feel like you belong?</p> <p><u>L.O. to explore different relationships within our community</u></p> <p><u>Outcome:</u> Watch Odd Dog Out story: https://www.youtube.com/watch?v=E-CoCmgj4Dk</p> <p>Discuss where Odd Dog feels like belongs and why.</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>Complete personal community sheet</p> <p><u>Curriculum Links:</u> R32. about respecting the differences and similarities between</p>	<p>C2) Where do you feel like you belong?</p> <p><u>L.O. to discuss how to contribute to and respect all members of our community</u></p> <p><u>Outcome:</u> Discussion from Slides (from slide 23) What is a citizen?</p> <p>How can we contribute to our community?</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><u>Curriculum Links:</u> R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g.</p>	<p>C2) Where do you feel like you belong?</p> <p><u>L.O. to discuss how to help others feel like they belong to our community</u></p> <p><u>Outcome:</u> Read (You Tube) The Name Jar</p> <p>Answer discussion questions (from slide 40)</p> <p>Discuss issues arising as needed</p> <p><u>Curriculum Links:</u> 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</p>	<p>Os6) Verifying content</p> <p><u>L.O. to understand the meaning of the phrase "fake news"</u></p> <p>Introduction to fake news</p> <p><u>Outcome:</u> Watch clips and look at adverts https://www.bbc.co.uk/newsround/42243459</p> <p>Show two advert images; can the children tell if they are fake, true, or a mixture of the two.</p> <p>Watch Newsround link https://www.bbc.co.uk/newsround/42185484</p> <p>Discuss why it is difficult to identify fake news</p> <p><u>Curriculum Links:</u> L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of</p>	<p>Os6) Verifying content</p> <p><u>L.O. To recognise fake news</u></p> <p><u>Outcome:</u> Children use iPads or laptops to go to online resource: <i>Newsround - Tips on avoiding fake news</i> https://www.bbc.co.uk/newsround/38906931</p> <p>Children write down 5key pieces of information and then share with the rest of</p> <p>their groups and then with the whole class.</p> <p><u>Curriculum Links:</u> 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</p>	<p>Os6) Verifying content</p> <p><u>L.O. To recognise fake news</u></p> <p><u>Outcome:</u> <i>Quiz</i> https://www.bbc.co.uk/cbbc/quizzes/re-al-or-fake-news-quiz Can children guess whether these stories are real or fake? Encourage them to suggest their reasoning for why they believe it or not 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><u>Curriculum Links:</u> L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of</p>
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	<p>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>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>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>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>be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>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>Music</p> <p><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,</p>	<p>Warm-up Introduce the keyboard and buttons</p> <p>Allow time for experimentation Charanga Chapter 1</p> <p>Introducing C, D and E</p> <p>MyWorkspace My Student Groups</p>		<p>Warm up Revise notes learned so far C D E Find on keyboard Charanga Chapter 1 Consolidate C D E If competent, carry on with Four tune, Skipper Blue Grasshopper Moving between the 3 notes. MyWorkspace</p>		<p>Thornbridge week</p>	<p>Planning week</p>

<p>fluency, control and expression</p>	<p>Keyboard world Charanga Yumu bongo beach continue step 1</p> <p>Music Explorer. Show tool and group write a short repetitive tune to play along with Mowtown beat.</p> <p>24.2.23</p>	<p>03.03.23</p>	<p>My Student Groups Keyboard world Charanga Yumu bongo beach continue step 1Compose using 3 notes and use Music Explorer. 10.03.23</p>	<p>17.03.23</p>		
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