

<b>Cherry Year 4</b>	<b>Spring Term</b>	<b>Topic – Viking Voyages</b>	
<p><b>As Historians we will:</b></p> <p>Suggest causes and consequences of some of the main events and changes in history. Describe different accounts of historical events giving a broad overview of life in Britain.</p>  <p>Compare Vikings in Britain to those who raided and settled in America. Know when the first Viking raid in Europe took place and other key dates. Use dates and terms to describe events</p> <p>Use appropriate historical vocabulary, e.g. Danelaw, longboat, berserkers.</p> <p>Use literacy, numeracy, and computing to a good standard to communicate about the past</p>	<p><b>As Geographers we will:</b></p> <p>Ask and answer geographical questions. Name and locate the countries of Europe where the Vikings originated and settled. Understand the key aspects of the physical features of the seas and oceans surrounding these countries.</p> <p>Describe geographical similarities and differences between the UK and Scandinavia, identifying their main physical and human characteristics.</p>  <p>Use maps, atlases and globes, digital mapping and create our own maps. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p><b>As Artists we will:</b></p>  <p>Make the sail for a longboat. We will shape and stitch materials using basic running stitch, cross stitch and back stitch.</p> <p>Colour fabric (Tie-dye) by using natural dyes e.g. onions and beetroot.</p> <p>Create weavings using willow.</p>	<p><b>As Design Technicians we will:</b></p>  <p>Make a longboat by cutting materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre.</p> <p>Apply appropriate and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p>
<p><b>As aspirational people we will:</b></p>  <p>Investigate the processes involved in boat making today; during our enrichment visit from a maritime engineer.</p> <p>Compare Viking boats to boats today and ask how the Vikings helped us today with boat design. Discuss what we use boats for today.</p> <p>Consider Viking longboats and different inspirational designs. We will discuss what makes them a good design.</p>	<p><b>As members of a community we will:</b></p> <p>Compare what it was like to be a member of a Viking community to today. We will consider the different types of Viking community with a focus on the raiders and settlers highlighting the differences and similarities.</p>	<p><b>As people concerned with culture we will look at:</b></p>  <p>Viking culture and compare it to modern day culture. We will focus on celebration, funerals and weddings.</p>	<p><b>As healthy individuals we will:</b></p> <p>Explore the medical advancements since the Viking times and consider any remedies that we use today which might have been used by the Vikings.</p>

<p><b><u>As Literate people we will:</u></b></p>  <p>Read a range of texts including:          Novel as a theme (<i>book linked to school values</i>)</p> <p>Recount (Newspaper report, with a Viking theme)          Stories with Issues and Dilemmas (<i>The Tin Forest</i>)          Persuasion (<i>'Green Eggs and Ham'</i>)</p> <ul style="list-style-type: none"> <li>We will focus on using a range of grammar skills including:</li> <li>Determiners</li> <li>Direct speech</li> <li>Create and punctuate complex sentences using different sentences starters</li> <li>Demarcate complex sentences using commas in order to clarify meaning</li> </ul>	<p><b><u>As Mathematicians we will:</u></b></p> <p>Develop our mathematical skills in:</p> <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Money</li> <li>Statistics</li> <li>Length</li> <li>Fractions</li> </ul>  <p><i>Continue to develop our Times Tables using TT Rockstars.</i></p>	<p><b><u>As Scientists we will:</u></b></p> <p>Research, label and describe parts of the digestive system.</p> <p>Use fieldwork to explore human impact on the local environment e.g. litter, tree planting, and the impact on planet Earth.</p> <p>Construct electrical circuits naming basic parts and explore and observe changes of the state of matter.</p> <p>Show an understanding by using scientific vocabulary correctly and apply knowledge in related contexts.</p>	<p><b><u>As linguists, we will:</u></b></p>  <p>Continue to develop our skills in the French language</p> <ul style="list-style-type: none"> <li>Identify members of our family.</li> <li>Know the alphabet.</li> <li>Recognise and ask for various snacks, giving opinions about food</li> <li>Know months of the year.</li> </ul>
<p><b><u>As Computer Scientists:</u></b></p> <p>We will investigate how to compose an email and email safety.</p> <p>We will develop our skills in touch typing, for use in the technological world.</p>	<p><b><u>As Musicians we will:</u></b></p>  <p>Listen with increasing concentration to a variety of music from different styles, traditions, and times, and begin to place the music in historical context.</p> <p>Learn to sing within a limited pitch range and perform with a secure sense of pulse and rhythm.</p> <p><b>We will use different genres of music:</b> Grime, Writing lyrics. Gospel/links to Religious music:</p> <p>We will perform a traditional Viking song, 'My Mother Told Me' in ensemble using our voices with control and expression.</p>	<p><b><u>As Religious Scholars we will:</u></b></p> <p>Explore our four fields of enquiry, Shared Human Experience, Beliefs and Values, Living Religious Traditions and Search for Personal Meaning.</p> <p>Learn about <i>Sikhism</i> - How do Sikhs express their beliefs and values? the 5 Ks, Equality, the Gurdwaraity.</p>  <p>Learn about Christianity (Jesus) - Is sacrifice an important part of religious life? Jesus in the wilderness, Lent and Sacrifice.</p>	<p><b><u>As Athletes, we will develop our skills in:</u></b></p> <p>Outdoor games – rounders (striking and fielding) &amp; Handball (invasion games).</p> <p>We will also continue with the development of our swimming and lifesaving skills.</p>