

Y4 Curriculum - Spring 1 Sequence



Were the Vikings really brutal invaders?

| History | Geography | Science | Computing | Art | PE |
|---|--|--|--|-----------------------------|--|
| Were the Vikings really brutal invaders? | How are the United Kingdom and Iceland the same and different? | Materials—States of Matter | To use logo, a text-based programming system | Not taught this half term | Core PE Cognitive Development Identifying areas to improve |
| <p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) What were the main achievements of the Anglo-Saxons and Vikings? (similarities and differences) 2) What did they do differently and the same? (continuity and change) 3) What impact did Anglo-Saxon and Viking housing have on Britain? (continuity and change) 4) What impact did Anglo-Saxon and Viking religion have on Britain? (Beliefs) 5) What impact did Anglo-Saxon and Viking trade have on Britain? (Trade) 6) Assessment | <p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) Where in the world is Europe and what is it like? (Map Skills) 2) What are the main physical and human features of Europe? (Physical & human features) 3) Where in Europe is Iceland and what is it like? (Place) 4) Are the human and physical features of Iceland similar or different to the UK? (Similarities & differences) 5) Is the climate and biome of Iceland the same as ours? (...) 6) Is the economy of Iceland the same as ours? (Interdependence) 7) What are the lives of children like in Iceland and compare to the UK? | <p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) How do we sort and describe materials? 2) What properties do gases have? 3) How and why do materials change state? 4) How and why does water change state? 5) How and why does water evaporate? 6) What are the different stages of the water cycle? | <p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) Programming a screen turtle 2) Programming letters 3) Patterns & repeats 4) Using loops to create shapes 5) Breaking things down 6) Creating a program | <p>Sequence of lessons:</p> | <p>Sequence of lessons:</p> <p>Emerging: I can begin to order instructions, movements and skills.</p> <p>I can explain why someone is working or performing well.</p> <p>Expected: I can explain what I'm doing well.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>Exceeding: I can understand ways (criteria) to judge performance.</p> <p>I can use awareness of space/others to make good decisions.</p> |
| <p>Composite/Outcome</p> <p>Children can identify the impact the Vikings had on Britain and the wider world.</p> | <p>Composite/Outcome</p> <p>Children are able to talk about the similarities and differences between the UK and Iceland .</p> | <p>Composite/Outcome</p> <p>Children can identify the three states of matter and explain how the water cycle works.</p> | <p>Composite/Outcome</p> <p>Children to create a simple set of commands to create a pattern.</p> | <p>Composite/Outcome</p> | <p>Composite/Outcome</p> <p>Children can identify specific areas they need to improve on in games based play</p> |

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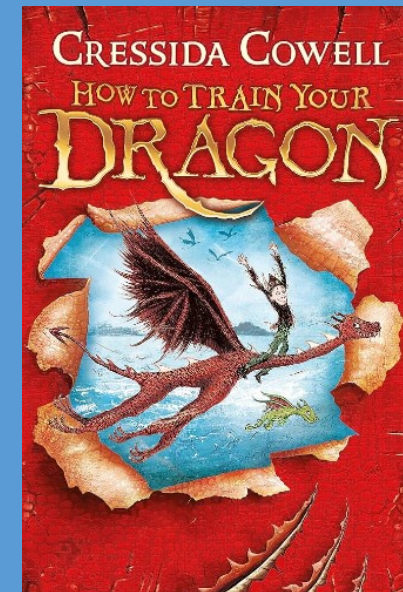


Were the Vikings really brutal invaders?

| PSHE | DT | Music | RE |
|---|---------------------------|--|---|
| British Values | Not taught this half term | Mama Mia Listening and appraising the music of ABBA | Hinduism What does it mean to be Hindu in Britain today? |
| Sequence of lessons: 1) British Values — (Freedom in Beliefs) — Freedom of Choice 2) British Values — (Freedom in Beliefs) — Religion 3) British Values — (Governance & Rule) — How countries are ruled 4) British Values — (Governance & Rules) — Rules are Rules 5) Problem solving and resourcefulness — How to problem solve 6) Problem solving & resourcefulness — How does being resourceful help us? | | Sequence of lessons: 1) Listen and Appraise and identify and move to the pulse 2) Listen and Appraise (begin to recognise the basic style indicators of ABBA's music) 3) Play an instrument in time with the song 4) Improvise with the song using an instrument 5) Compose with the sone. 6) Perform | Sequence of lessons: 1) How do Hindus show their faith within their families in Britain today? 2) How do Hindus show their faith within their faith communities in Britain today? 3) What do the term dharma and Sanatana dharma mean? 4) How do Hindus show dharma through their daily lives? 5) What do Hindus believe about Moksha? 6) What is it like being a Hindu on Britain today? |
| Composite/Outcome. Know the five British Values. | Composite/Outcome | Composite/Outcome Children improvise to Mama Mia using melodic instruments. | Composite/Outcome Children are able to talk about what life is like for Hindus in Britain today/. |

Our Book this term:

How to Train Your Dragon



Hiccup (Tawin Yavapolkul) is a Norse teenager from the island of Berk, where fighting dragons is a way of life. His progressive views and weird sense of humour make him a misfit, despite the fact that his father (Kongkrapunt Sangsuriya) is chief of the clan. Tossed into dragon-fighting school, he endeavours to prove himself as a true Viking, but when he befriends an injured dragon he names Toothless, he has the chance to plot a new course for his people's future.