

<p>English Spring 1: Learning Journey 1: Odd and the Frost Giants. Outcome: Character profile Guided Reading Texts: GR: <i>Odin's Eye</i> Viking Myth</p> <p>Learning Journey 2 : <i>Varjak Paw</i> by SF Said Outcome: Newspaper article and diary entry. Guided Reading Texts GR: <i>Varjak Paw</i> by SF Said</p> <p>Spring 2: Learning Journey 1: Werewolf club rules Outcome: Poetry Guided Reading Texts:</p> <p>Learning Journey 2: Cinamon Outcome: Letter Guided Reading Texts:</p>	<p>Maths –</p> <p>Spring 1 7x tables and patterns Understanding and manipulating multiplicative relationships</p> <p>Spring 2 Understanding and manipulating multiplicative relationships Coordinates</p>	<p>Science</p> <p>Spring 1: Making electrical circuit (6 sessions) Links to DT: Discovering how circuits work and making their own.</p> <p>Spring 2: How plants reproduce (7 sessions) Discovering: Reproductive parts of a flowering plant, all flowers are similar but different, seed dispersal, and what does a seed do?</p>
<p>PE: Spring 1: Gymnastics / Invasion games /Net/wall games Perform actions and movement with control, coordination and variety with a clear start and finish. – Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves. – Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel. – Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish. – Keep up a continuous game, using a range of sending and receiving skills and techniques; use a small range of basic racket skills. – Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; choose and use a range of simple tactics for defending their own court; adapt and refine rules; create their own net games; understand the point of the game; keep rules effectively and fairly. Recognize and discuss how net games make the body work.</p>	<p>Year 4 – Spring Term</p> <p><u>Viking and Anglo Saxon Conflict</u></p> <p><u>Raiders or traders?</u></p> <p><u>Visit:</u> – Golden Gecko and Starlight trampolining.</p>	<p>History – Viking and Anglo-Saxon conflict Vikings: raiders or traders? (Hampshire Services enquiry pack)</p> <ul style="list-style-type: none"> - I know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - Why did the Vikings choose to settle where they did? <p>Geography: Locational knowledge: India: Tea and trade</p> <ul style="list-style-type: none"> -
<p>Spring 2 Dance /Net /wall games/ Strike/ field games/ Bikeability Develop and respond imaginatively to a range of stimuli related to character and narrative. - Use simple motifs and movement patterns to structure dance phrases individually and collaboratively, refine, repeat and remember dance phrases clearly and fluently; show sensitivity to the dance idea and music. Show a clear understanding of how dance activities impact on their fitness, health and well being. – Through peer and self assessment describe, interpret and evaluate dance, using appropriate, through self and peer assessment Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy. - Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going. – Explain what they need to do to get ready to play games; carry out warm ups with care and an awareness of what is happening to their bodies. –Describe what they and others do that is successful; suggest what needs practising.</p>	<p>Art – Viking print making</p> <ul style="list-style-type: none"> - Create Viking inspired print. Study designs and create own. - Drawing in sketchbooks – experimenting with designs - Creating brooch from clay <p>Printing – use sketchbook for recording textures/patterns, interpret environmental and manmade patterns.</p> <p>Pattern – explore environmental and manmade patterns</p>	<p>RE: Devotion / Salvation</p> <p>Spring 1: Concept: Devotion Context: Mahashivrati KS2 pack Evaluate and Explain Evaluate the importance of <i>devotion</i> by describing how Hindus value the Mahashivratri celebration</p> <p>Spring 2: Concept: Salvation Context: Why do Christians call the day Jesus died Good Friday? (digging deeper) Evaluate and Apply Explain why salvation and 'Good Friday' are so important to Christians today</p>
<p>ICT</p> <p>Autumn 1: Information Technology – Using iMovie to create a film using puppets. Select a variety of software to accomplish given goals</p> <p>Autumn 2: Digital Literacy – Use CEOP resources link to Healthy Me – Jigsaw Piece 5 and 6 Understand the opportunities computer networks offer for communication Identify a range of ways to report concerns about content Recognise acceptable/unacceptable behaviour</p> <p>PSHE (Jigsaw)</p> <ul style="list-style-type: none"> - Dreams and Goals / Healthy Me 	<p>Music – Whole school recorder performance</p> <p>Listen with attention to detail and recall sounds with increasing aural memory Listen to a simple rhythm of crotchets and quavers then write it down using the correct musical notation. Group notes into 4 beats in a bar. Read simple rhythmic patterns using, crotchets, minims, quavers, dotted minims and semibreves. Read B, A, G, C and D on the musical stave. Play B, A, G, C and D on the recorder. Compose and play a simple 4 bar piece of music in common time using three notes – B,A and G. Listen to simple musical patterns of 1, 2 and 3 different pitched notes and aurally recall them on the recorder increasing aural memory. Improvise a 4-beat pattern on the recorder in a whole class 4 beat call and response. Play and perform in a recorder ensemble of 3 parts, playing with increasing accuracy, fluency, control, expression and articulation – playing staccato and legato. Listen, appreciate and understand jazz and blues music. Gershwin Rhapsody in Blue Develop an understanding of where jazz comes in the development of music</p>	<p>DT – Electrical circuits</p> <p>Generate:</p> <p>Design:</p> <p>Make:</p> <p>Evaluate: Evaluate ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Technical Knowledge: Understand how to strengthen, stiffen and reinforce more complex products.</p> <ul style="list-style-type: none"> - Measure using mm, and use scoring and folding to shape materials accurately. - Make cuts accurately and reject pieces that are not accurate. - Make holes accurately. - Make sure methods of working are precise. - Ensure Joins are strong and stable, giving extra strength to products. - Some joints are flexible to allow for dismantling or folding.