

## HISTORY

### The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

To place some historical periods in a chronological framework (Viking raids and invasions, resistance, Edward the Confessor, Alfred the Great, the Norman Conquest)

To learn about the influences of the Anglo-Saxons and Vikings.

To use sources of information in ways that go beyond simple observations to answer questions about the past.

To use a variety of resources to find out about aspects of life in the past.

## MFL/French

To understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters. (colours, weather, French celebrations).

## SAFEGUARDING

To understand how to stay safe on line.

To learn about tolerance of other beliefs and cultures.

## PSHE

### Healthy Relationships

To develop and maintain positive, healthy relationships.

To learn about acceptable and unacceptable physical contact.

To respond to unacceptable physical contact.

To work collaboratively towards shared goals.

To understand how our actions can affect ourselves and others.

To learn about solving disputes and conflict through negotiation and appropriate compromise.

There is a fork in the road!

## MUSIC

### BMS: Ukelele and Songs- Music's Cool Programme.

To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

To listen with attention to detail and recall sounds with increasing aural memory.

To use and understand musical notations.

To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

## MATHEMATICS

Numbers, Multiplication and division, Decimals, Measurement, Reasoning and Problem Solving

Daily Passport Challenges

## PE

### Hockey and Gymnastics

To play competitive games and apply basic principles suitable for attacking and defending.

To apply skills and tactics in combination with a partner or as part of a group / team.

To perform dances using a range of movement patterns.

To comment on skills and techniques applied in own and others' work and use this understanding to improve performance.

## COMPUTING

### We are co-authors

To understand the conventions for collaborative online work, particularly in wikis.

To be aware of their responsibilities when editing other people's work become familiar with Wikipedia, including potential problems associated with its use.

To practise research skills.

To write for a target audience using a wiki tool develop collaboration skills develop proofreading skills.

## ENGLISH

### Stories which raise issues/dilemmas, and explanation texts.

To read, discuss and listen to a wide range of fiction texts.

To plan, draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures. (Handwriting + GPAS activities + guided reading)

CORE TEXT: THE WIND IN THE WILLOWS BY KENNETH GRAHAME

## RE

### Judaism

To understand key facts of Judaism.

To understand Jewish prayer and the artefacts worn by Jews during worship.

To learn about Passover.

## YEAR 4

Spring 2 - 2018

**Starting Point:** Class discussion/dilemma (story)

**Visit** – Kidzania

**Enrichment** -  
Artis- drama