



Girton Glebe Primary School Curriculum Organiser

Year 4 (Cherry Class) – Autumn 2

Key Skills

- To explore what Britain was like before the first Viking invasions.
- To find out about the Viking Invasion of Britain
- Find out about the Viking settlement of Britain and how this affected the Anglo-Saxons
- To find out why King Alfred was dubbed 'Alfred the Great'
- To explore what life was like for Vikings in Britain
- To find out how and when England became a unified country



Invasion

Invaders

The Jutes, Saxons and Angles arrived from Denmark and Germany. Between them, they attacked or killed British men, forcing many to flee to Cornwall, Wales or Scotland for safety. By AD 650, the invaders had claimed England as their own country and had divided it into seven kingdoms. Each Kingdom was ruled by its own Anglo-Saxon king.

Key Vocabulary

Anglo Saxon	Invade	pillage	pagan
longship	kingdom	wergild	exile
raid	Danegeld	outlawed	Viking
Saga	Scandinavia	Monastery	trade

Key Knowledge

The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.

They raided and pillaged expensive items to trade.

They also wanted to claim land, starting in Scotland and heading South. By AD 878 they had settled permanently in Britain.

Anglo Saxon kings ruled their own Kingdoms but they were overrun by the Vikings.

King Alfred the Great was the best known Anglo Saxon King and the first to defeat the Vikings in Battle.

AD 1042- Edward the Confessor became King.

AD 1066- Harold II killed the invading Harald of Norway at the Battle of Stamford Bridge.

William the Conqueror fought Harold to become King at the Battle of Hastings.

This brought an end to the Viking and Anglo Saxon age.



<p>English:</p> <p>In English we will be reading 'The Boy at the Back of the Class' by Onjali Q. Rauf. This focuses on issues of refugees and migration.</p> <p>Opportunities for reading, writing and discussion will include:</p> <ul style="list-style-type: none"> • Writing character descriptions • Discussing ideas related to refugee and migrant crises • Planning and writing persuasive letters to a real person • Retrieving information from a text • Writing recounts • Punctuating speech • Listening to video information and make notes • Researching and plan an information text • Planning and write a story • Write a news report based on our Vikings topic. 	<p>Science:</p> <p>This half term the topic will be States of Matter</p> <p>During this topic we will cover the following skills</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p>Addition and Subtracting:</p> <ul style="list-style-type: none"> • Subtracting using the column method with and without exchanging. • Estimating answers to addition and subtraction calculations • Problem solving with addition and subtraction <p>Area and Perimeter:</p> <ul style="list-style-type: none"> • Converting between different units of measure (m and cm, cm and mm, m and km). • Measuring and calculating the perimeter of a rectangles. • Measuring and calculating the perimeter of rectilinear shapes. • Problem solving with the above. <p>Number – Multiplication and Division:</p> <ul style="list-style-type: none"> • Multiplying and dividing by 10 and 100. • Recalling and using the multiplication and division facts for multiplication tables up to 12X12. • Multiplying and dividing mentally, including by 0 and 1.
<p>Music:</p> <p>In music, we will continue singing topical songs</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> • Listening with attention to detail and recall sounds with increasing accuracy. • Appreciating and understanding a wide range of music. • Learning new songs related to our topic on Invasion. 	<p>Art/DT</p> <p>During this topic we will cover the following skills:</p> <p>Colour mixing</p> <ul style="list-style-type: none"> • To paint a scene depicting Anglo-Saxon and Viking invasions, with a focus on colour mixing and creating different shades and tones. 	<p>R.E:</p> <p>This half term we will look at</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.



		<ul style="list-style-type: none">• Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.• Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.• Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.• Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
<p>Computing:</p> <p>In computing we will be looking at 'Iprogram'</p> <ul style="list-style-type: none">• Advanced iFunction looks at creating programs to solve real-world problems.• Building upon their knowledge of 'Blockly' from Level 1 they will apply it to creating classic arcade games, control solutions and other problems mimicking real applications of programming.• Pupils will also learn how to expand their code during the latter part of the course.		<p>PE:</p> <p>In PE the children will be developing Netball and gymnastics skills.</p> <p>Netball:</p> <ul style="list-style-type: none">• To develop passing and moving and play within the footwork rule.• To develop passing and moving towards a goal.• To develop movement skills to lose a defender.• To be able to defend an opponent and try to win the ball.• To develop the shooting action.• To develop playing using netball rules. <p>Gymnastics:</p> <ul style="list-style-type: none">• To develop individual and partner balances.• To develop control in performing and landing rotation jumps.• To develop the straight, barrel, forward and straddle roll.• To develop the straight, barrel, forward and straddle roll.• To develop strength in inverted movements.• To be able to create a partner sequence to include apparatus.

**PSHE:**

In PSHE we will be celebrating differences.

We will cover the following skills:

- Accept that everyone is different – judging by appearance
- Include others when working and playing – understanding influences
- Know how to help if someone is being bullied – understanding bullying
- Try to solve problems – problem solving
- Try to use kind words – special me
- Know how to give and receive compliments – celebrating difference: How we look.

French:

In French the children will study the unit 'Les légumes'

During this topic we will cover the following skills:

- Name, recognise and recall from memory up to 10 vegetables in French.
- Attempt to spell some of these nouns with their plural article/determiner
- Learn and use the high frequency verb 'je voudrais' from the verb 'vouloir', to want in French