

Traiders and Raiders
Medium Term Topic Plan – Year 4

Term	Summer 2 (7 weeks)	Curriculum Strands	
Classroom Environment	Topic board to celebrate children’s learning from school and home Age-appropriate geographical vocabulary related to Anglo Saxons and Vikings Range of topic books including different genres and text types	Super Starter & Education Visit/Visitor	Pulborough Brooks visit linked to science unit
Key Texts	The Time-Travelling Cat and the Viking Terror by Julia Jarman	End Product	Class assembly
English	Playscript and drama – Anglo Saxons and the Viking terror – writing to entertain/speaking & listening – 2 weeks Fact Files on Viking Gods – writing to inform – 2 weeks Poetry on Viking Gods and mythology – writing to entertain – 2 weeks		
Science	<u>Animals including Humans</u> N.C. Obj. Construct and interpret a variety of food chains, identifying producers, predators and prey N.C. Obj. Recognise that environments can change and that this can sometimes pose dangers to living things (different types of habitats) Famous scientists linked to science topics this year Recap and check through the working scientifically statements (see NC)		
P.E.	Swimming and athletics (running, jumping and throwing)		
History	Construct a profile of a significant leader using a range of historical sources. A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Describe the significance and impact of power struggles on Britain. The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. Explain the cause, consequence and impact of invasion and settlement in Britain. Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Sequence significant dates about events within a historical time period on historical timelines. Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them. Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object’s owner. Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. Use more complex historical terms to explain and present historical information. Historical terms include abstract nouns, such as invasion and monarchy.		
Art			
D&T	Design: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate: investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, understand how key events and individuals in design and technology have helped shape the world. Making Viking Pouches with runes design.		
RHE	Be Yourself • list some of their achievements and say why they are proud of them; • identify facial expressions associated with different feelings; • describe some strategies that they could use to help them cope with uncomfortable feelings; • suggest assertive solutions to scenarios; • explain that the messages they receive from the media about how they should look, think and behave are not always realistic; • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow		

Music

Charanaga Year 4 – Lean on Me

This term the children will be learning about *Gospel* music. We will learn gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir and analysing performance.

Unit 1 – How Does Music Bring Us Together

Demonstrate an awareness of pulse/beat when listening, moving to and performing music. ● Demonstrate an understanding of the importance of posture, diction and technique when performing. ● When planning, rehearsing, introducing and performing the song: ○ Understand and make connections between the music encountered and the Social Theme. ○ Understand and apply learning from the Musical Spotlight. ○ Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.