**Spring term A 2016 Medium Term Plan Viking Raiders and Invaders Year 4**

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|  | **C - comprehension** | **Ap - application** | **An - analysis** | **K - knowledge** | **E - evaluation** | **S - synthesis** |
| **Week** | **Reading** | | **Writing linked to topic** | | **Maths** | |
| 1 | NF Text – Dirty Rotten Vikings ISBN 978-1-78325-208-4 Recording and retrieve info – Locate information using skimming, scanning and text marking. | | Non-fiction writing – http://www.dkfindout.com/us/search/vikings/  Write a logical introduction to the topic. Children use relevant openings for paragraphs. Write clear introduction followed by logical points [LL Org Targets] | | Place Value:  Count in multiples of 6,7,9,25 and 1000count backwards through zero to include negative numbers - I can round any whole number to the nearest 10, 100 or 1000 | |
| 2 | Narrative: Comprehension The Saga of Biorn. I can make predictions with evidence form the text. | | Talk for writing. The Saga of Biorn. Link from the Literacy Shed – Narrative writing – suggests insight into character development/ Writing includes details to add elements of surprise or suspense[LL Purpose targets] | | Number addition and subtraction. Add money with decimal places using formal column addition. Use inverse operations to check. | |
| 3 | Identify ideas from more than one paragraph – Some children begin to compare books written by the same author ie Michael Morpogo. | | Talk for writing. In narrative use paragraphs for a change in action, time and setting. Paragraphs have relevant openings. | | Measurement- Weight and capacity. I Convert between units of measure using multiplication and division and where appropriate record with decimal notation. Solve measurement problems. | |
| 4 | I know how suspense is built up in a story. | | Use and punctate direct speech - Use commas after fronted adverbials in narrative, add detail using complex sentences | | Number Multiplication and division. Multiply and divide mentally [multiplying 3 numbers – using factor pairs and commutativity. Solve scaling problems. | |
| 5 | I can pull together clues from action and dialogue to infer meaning. | | Produce first person writing that suggests insight into character development. Use standard verb inflections. Viking diary entry. | | Number Fractions and decimals. Recap equivalent fractions. Recognize and write decimal equivalents. Solve money and measure problems. | |
| 6 | Evaluate reading this half term – discuss favorite books, explain how the author engages the reader. Plot ect | |  | | Geometry- Position and direction. Plot positions in the first quadrant. Describe/plot translations | |
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| **Key texts**  **/My Story Viking Blood Andrew Donkin /Illustrated Norse Myths Usborne/The Viking Invader Usborne. The Saga of Biorn** - <https://www.literacyshed.com/the-myths-and-legends-shed.html> | | | | | | |
| **Links to British Values - Citizenship and community – Awareness and understanding of diverse religious beliefs.** | | | | | | |
|  | **C - comprehension** | **Ap - application** | **An – analysis** | **K - knowledge** | **E - evaluation** | **S - synthesis** |
| **Week** | **History/geography** | | **Science** | | **ICT** | |
| 1 | Children begin to appreciate why the Vikings were successful and to empathise with the people of Britain who experienced invasion. Linking to Week 1 English lessons. | | Plants – Structure  Look at various plants and flowers. Look particularly at the parts of a flower  Draw and label the parts | | Communicating and collaborating online. Revisit E safety SMART guidelines. Understand the use of passwords to keep information secure. | |
| 2 | Understand Viking beliefs – that they believed in Valhalla. Learn about Viking weaponry – Explicit link to Saga of Biorn in English | | Functions of the different structures  Display opportunity – what is the function of each part of a flower.  ICT opportunity – PP presentation and oral presentation of function of structures. | | Use online collaboration and communication tools safely and responsibly. Discussion – email, surveys, quiz, blogs | |
| 3 | Evaluate Viking transport – How the design and build of the Viking long ship contributed to successful invasion. | | Photosynthesis – Link back to light topic.  How do plants generate their own ‘food’. Consolidate the concept of light as an energy source. | | Use online collaboration and communication tools safely and responsibly. | |
| 4 | History and DT – Understand the role of archeologists in uncovering the past. Children design their own long ships | | Photosynthesis – Enquiry – What happens to plants when left in varying degrees of light? | | Use internet search engines to gather information. Begin to frame questions and select key words to refine search. | |
| 5 | History and DT – construct and evaluate longships according to the design. | | Soil Nutrients – Importance of nutrients from soil – look at plants we eat – ideal growing conditions. Concept of transference of energy. Sun/soil nutrients – plant - us | | Develop awareness that online data may not be accurate – children access ‘fake website’ evaluate information/clues. | |
| 6 | Children learn about explorers who discovered new lands. Learn about famous Viking leaders and explorers. | | Water Transportation  Link back to the function of the roots.  What is the importance of water to all living things? | | Assessment – locate information/identify SMART guidelines/ | |
| **Key texts Various NF Texts On To Valhalla ISBN 978-1-4062-0775-0 [Link to** The Saga of Biorn] Life in a Viking Town ISBN 0-431-05716-8 | | | | | | |
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| **Week** | **PE** | | **DT / art** | | **PSHE** | **MFL** | **Music** |
| 1 | Multi Skills.  Develop spatial awareness – change direction and speed safely. | | Impressionist techniques used by Van Gough – Compare use of line drawing and the use of bold colour palatte. Children create colour wheel. | | Going for Goals [As KS2 plan]  Children reflect on their own strengths and achievements. | Topic - shopping and café culture.   * Names of different shops | Viking Saga songs <http://downloads.bbc.co.uk/schoolradio/pdfs/viking_saga_songs.pdf> Loki the joker – singing with syncopation, rhythm patterns. |
| 2 | Change direction and speed dribbling with a ball – Understand the need for speed strength and stamina in games. | | <http://resources.hwb.wales.gov.uk/VTC/landscape_van_gogh/eng/Introduction/popup.htm> Use ICT to create ‘hatching technique’ using limited colours. /create sample of hatching using paint [two colours only} | | Reflect on different types of goals – curriculum, social emotional skills considered] Break the goal into smaller steps. | * Types of foods to buy in the various shops. | Loki the joker – Listening to a sound montage listening to and repeating single phrases. |
| 3 | Develop understanding of body positioning, bodies, hands, feet to pass and receive a ball. Pass and shuttle games. | | Discuss the reason why hatching technique was used [link to science] Use a range of different tools to create hatching technique/ art straws/thin and thick brushes/ feathers/sticks – evaluate. | | Beging to make responsible choices and consider consequences of behavior patterns. Develop strategies for controlling negative emotions feelings. | Topic - shopping and café culture.   * Foods to order in cafes | Goblins a Go –Go  Syncopation. Singing with actions Word rhythms – |
| 4 | Develop aiming skills – use and understand dominant and non-dominant hand. Apply to Bocha game. | | Compare a range of VG paintings – identify features of foreground/objects in the distance – create line drawing as a plan for VG inspired seascape – use Lindisfarne images. | | Understand the importance of initiative, perseverance and commitment. | * Tasting foods | Goblins a Go –Go  Appraising blues ‘style’ and jazz. |
| 5 | Analyze performance in previous lesson to adapt and improve Bocha game – ie Change ball/play zone –size and shape. | | Add movement through colour to the VG inspired painting – revisit Starry Night to model technique. | | Compare two stories – children make predictions about the consequences of certain actions. | * Asking for food * Asking for the bill | Apples of Iduna – using high and low voices. Expressive changes to tempo and dynamics. |
| 6 | Develop skills required for net game. Focus on forehand control and accuaracy. | | Compare VG with other artists – contribute to an artist gallery. Evaluate and compare their work. | | Stories for thinking. Green Beard listen from 8 minutes into story \_ Why are we here? How did Moll make the boulder move? How would you make the boulder move? | Role Play   * Ordering food in a café * Taking orders in a cafe | Apples of Iduna – Identifying ‘glassy’ sounds – comparing film music approaches. |
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| **Links to British Values** | | | | | | | |

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|  | Level of thinking [Adapted from Bloom’s Taxonomy] | | Questions | What I do | Words to inform WILF |
|  | Evaluation [feel it] | I can form and support opinions | What do I suggest? What do I change? What are my big ideas? | I justify. I recommend. I predict. I critique. | Judge, recommend, grade, rate, predict, critique, value, rank, assess, justify, convince, consider, persuade, summarize. |
| Synthesis [create it] | I use my knowledge and skills to create something new. | What is my project? What do I imagine? What can I construct? What do I think? | I plan, infer, propose and invent. | Compose, invent, create, design, build, construct, role play, revise, propose, organize, and hypothesize. |
| Analysis | Break down information. | How can I group my ideas? How are my ideas different or alike? What can I discover? | I can compare and contrast. I can note relationships. I can reason that…. | Inspect, analyse, compare, classify, examine, research, infer, conclude, interpret, and contrast. |
| Application | I use what I know. | How can I display it? How can I solve? | I research. I demonstrate how I solve a problem. I perform. | Apply, dramatize, illustrate, interview, build, choose, prepare, demonstrate, solve discover, calculate. |
| Comprehension | I Understand | How will I describe it? How can I explain it. How will I identify it? | I reword or retell. I explain. I paraphrase. | Describe, discuss, explain, retell, translate, rewrite, extend, predict, match, paraphrase, interpret, give examples. |
| Knowledge | List what I know. Label. Name it. Say it. | What can I remember? How can I record it? | I remember and recall. | List. Label. |