



# The Learning Challenge



## Curriculum

2024-2025

Year 4



*Class: Dragonfly*

## Autumn Term Curriculum Map Year 4

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| English      | <ul style="list-style-type: none"> <li>Whole school narrative unit</li> <li>Instructions</li> <li>Newspaper report</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Myths</li> <li> kennings</li> </ul> |
| Maths<br>WRM | <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and subtraction</li> <li>Area</li> <li>Multiplication and division A</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                            |
| Science      | <b>Working scientifically</b> <ul style="list-style-type: none"> <li>planning different types of scientific enquires to answer questions including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment , with increasing accuracy and precision</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquires, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                            |
|              | <b>Biology</b><br>Group and classify living things                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Chemistry</b><br>States of matter                                       |
| History      | <ol style="list-style-type: none"> <li><b>To place historical events onto a timeline (British history)</b> <i>Understanding chronology</i><br/>             What is a timeline? What is chronological order? How we can use dates to places events? Recap BCE and CE</li> <li><b>To understand who the Vikings were: where they came from and where they settled</b> <i>Explaining the historical significance</i><br/>             Links to Scandinavia, reasons for invading, where they settled.</li> <li><b>To identify what made the Vikings successful.</b> <i>Explaining the historical significance</i><br/>             Weapons, long ships, beliefs (Gods and Goddesses) – two lessons</li> <li><b>To give reasons why the Vikings raided and traded.</b> <i>Understanding causes and consequences</i><br/>             Link to Lindisfarne invasion.</li> <li><b>To explore how the Vikings lived</b> <i>Describing change and continuity</i><br/>             settlements, jobs, food, travel etc</li> <li><b>Describe similarities and differences between historical periods.</b> <i>Identifying similarities and differences</i><br/>             Compare modern day to Viking times.</li> <li><b>To evaluate the achievements of the Vikings.</b> <i>Interpreting sources and evidence</i><br/>             Use a range of sources to build opinion of the Vikings</li> </ol> |                                                                            |

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| Geography           | <p><b>Geography: Scandinavia</b></p> <p><b>1. Name and locate number of countries in the Northern Hemisphere</b> <b>Locational Knowledge/Map Skills</b></p> <p><b>2. Name and locate some countries and capital cities in Europe</b> - <b>Locational Knowledge/Map Skills</b><br/>Explore Scandinavian countries and capitals: Sweden, Denmark and Norway. Explore where Vikings settled in UK,</p> <p><b>3. Describe the physical features of a locality</b> - <b>Physical Geography</b><br/>Investigate climate and landscapes in a Scandinavian country</p> <p><b>3. Describe the human features of a locality</b> - <b>Human Geography</b><br/>Investigate population, food, language, religion, land use in a Scandinavian country</p> <p><b>4. Compare human and physical features between two localities</b> <b>Human Geography/Physical Geography</b><br/>Compare UK to a Scandinavian country</p> <p><b>5. To explain why settlements develop in certain locations</b> - <b>Map skills/Locational knowledge</b></p> <p><b>6. To use maps, junior atlases, globes, digital/computer mapping to locate countries and describe features studies</b> <b>Map skills</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Computing           | <p><b>Online Safety – Purple Mash Unit 4.2</b></p> <ul style="list-style-type: none"> <li>To understand how to protect myself from online identify theft, and that I leave a digital footprint</li> <li>To identify the risks and benefits of installing software, including apps</li> <li>To understand that copying the work of others as my own is called ‘plagiarism’ and the consequences of this</li> <li>To identify the positive and negative influences of technology on health and the environment</li> <li>To understand the importance of balancing game and screen time with other parts of life</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Coding – Purple Mash Unit 4.1</b></p> <ul style="list-style-type: none"> <li>To create a simple computer program</li> <li>To begin to understand selection and ‘if’ statements in computing programming</li> <li>To understand how to use co-ordinates in computing programming</li> <li>To understand the ‘repeat until’ command and ‘if/else’ statements</li> <li>To understand what a variable is in programming and to use number variables</li> <li>To create a playable game</li> </ul> |
| Design & Technology | <p><b>Mouldable Materials (A&amp;D - 3D)</b></p> <p>Viking Longboat and figurehead – clay slab pot method with sculpted figurehead</p> <p>Study the features of Viking longboats. Draw examples from different angles in your sketch book. Annotate your ideas and make notes. Draw details of the figureheads. Design own figurehead to sculpt. Understand joining techniques using slip.</p> <p><b>Working with tools, equipment, materials and components</b></p> <ul style="list-style-type: none"> <li>Show a good level of expertise when using a range of tools and equipment</li> <li>Work at their product even though their original idea may not have worked</li> </ul> <p><b>Mouldable materials</b></p> <ul style="list-style-type: none"> <li>Use a range of advanced techniques to shape and mould</li> <li>Use finishing techniques <i>eg paint, glaze polish to show an awareness of audience</i></li> </ul>                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Art                 | <p><b>Drawing Focus: observational drawing – investigating the local environment</b></p> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>Identify and draw simple objects, and use marks and lines to imply texture</li> <li>Show reflections</li> <li>Organise line, tone, shape and colour</li> <li>Explain why they have chosen specific materials to draw with</li> <li>Show an awareness of objects having a third dimension</li> </ul> <p><b>Sketchbooks:</b></p> <ul style="list-style-type: none"> <li>use their sketch books to adapt and improve their original ideas</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| Music | <p><b>Charanga scheme</b> Mamma Mia (Pop)</p> <p><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>To know five songs from memory, the style and who sang them or wrote them</li> <li>To confidently identify and move to the pulse</li> </ul> <p><b>Dimensions of music</b></p> <ul style="list-style-type: none"> <li>Understand the terms ; ‘pulse’ and ‘rhythm’ and the differences between them, know how to keep the internal pulse</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>To know that singing in a group can be called a choir</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>Be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone)</li> <li>Begin to talk about other instruments they might play or be played in a band or orchestra or by their friends</li> <li>To treat instruments carefully and with respect</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>To understand that improvisation is making up your own tunes on the spot and it is not written down.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Recognise the symbols for rests in music, and use silence for effect in their music</li> <li>Understands the place of rests or moments of silence within music</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To understand the need to sing clearly, in tune and with confidence, control and expression when performing</li> <li>To understand the need to play clear notes rhythmically and with confidence when performing</li> </ul> <p>Know that a performance can be a special occasion and involve an audience including people you don’t know</p> | <p><b>Charanga scheme</b> Glockenspiel stage 2 (Mixed styles)</p> <p><b>Listening &amp; Appraising</b></p> <p>Choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>Some of the style indicators of that song</li> <li>The lyrics: what the song is about</li> <li>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the song</li> </ul> <p><b>Dimensions of music</b></p> <ul style="list-style-type: none"> <li>To know how pulse, rhythm and pitch work together</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Understand that the leader or conductor is the person who the choir or group follow</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>Be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone)</li> <li>To treat instruments carefully and with respect</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>To know that using one or two notes confidently is better than using five</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Recognise the symbols for rests in music, and use silence for effect in their music</li> <li>Begin to use standard notation</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To understand the need to sing clearly, in tune and with confidence, control and expression when performing</li> </ul> <p>To understand the need to play clear notes rhythmically and with confidence when performing</p> |
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| PE                             | <p><b>Tag rugby</b></p> <ul style="list-style-type: none"> <li>explain complicated rules</li> <li>make a team plan and communicate it to others</li> <li>lead others in a game situation</li> <li>choose, combine and perform skills more fluently and effectively in invasion, striking and net games</li> <li>Understand, choose and apply a range of tactics and strategies for defence and attack.</li> <li>Use these tactics and strategies more consistently in similar games.</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>Master movements (running, jumping, throwing and catching in isolation and combination)</li> <li>Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending</li> <li>Core skills (Strength, control, balance)</li> </ul> <p><b>Netball/basketball skills</b></p> <ul style="list-style-type: none"> <li>use a number of techniques to pass, dribble and shoot</li> <li>explain complicated rules</li> <li>make a team plan and communicate it to others</li> <li>lead others in a game situation</li> <li>choose the best tactics for attacking and defending</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>Master movements (running, jumping, throwing and catching in isolation and combination)</li> <li>Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending</li> </ul> <p>Core skills (Strength, control, balance)</p> | <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>combine their own work with that of others</li> <li>link their sequences to specific timings</li> <li>combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas</li> <li>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional\ principles.</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>Core skills (develop flexibility, strength, techniques, control, balance)</li> <li>Perform dances using a range of movements patterns</li> </ul> <p><b>Hockey skills</b></p> <ul style="list-style-type: none"> <li>use a number of techniques to pass, dribble and shoot</li> <li>explain complicated rules</li> <li>make a team plan and communicate it to others</li> <li>lead others in a game situation</li> <li>choose the best tactics for attacking and defending</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>Master movements (running, jumping, throwing and catching in isolation and combination)</li> <li>Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending</li> <li>Core skills (Strength, control, balance)</li> </ul> |
| R.E                            | <p><b>Theology lens: Where do Christian religious beliefs come from?</b></p> <ul style="list-style-type: none"> <li><i>Identify different sources of authority</i></li> <li><i>Examine a Compare the Old and New Testament and identify similarities and differences</i></li> <li><i>Compare the Old and New Testament and identify similarities and differences</i></li> <li><i>Investigate the relevance and importance of the Crucifixion to Christian beliefs</i></li> <li><i>Compose and ask questions which inform understanding</i></li> <li><i>Construct a reflective summary</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Philosophy lens: What do we mean by truth? Is seeing believing?</b></p> <ul style="list-style-type: none"> <li><i>Examine the principles of truth and belief</i></li> <li><i>Identify similarities between beliefs of different religions</i></li> <li><i>Compare and contrast differences between religious beliefs, practices and rituals</i></li> <li><i>Compose an argument supported by 'evidence' to express a personal belief</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| P.H.S.E<br>Jigsaw<br>scheme of | <p><b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>explain how my choices can have an impact on people in my immediate community and globally</li> <li>empathise with others in my community and globally and explain how this can influence the choices I make</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Celebrating differences</b></p> <ul style="list-style-type: none"> <li>explain ways in which difference can be a source of conflict or a cause for celebration</li> <li>show empathy with people in situations where their difference is a source of conflict or a cause for celebration</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



## Viking Vocabulary

longship

sword

bow and arrow

helmet

axe

shield

longhouse

longship

runes

invade

settle

raid

trade

myths

monastery

Danegeld

conquer

Scandinavia

# Viking Knowledge Organiser

| Word        | Definition                                             |
|-------------|--------------------------------------------------------|
| trade       | Buying and selling things that people make or grow.    |
| invade      | Entering a country by force.                           |
| runes       | Viking alphabet/letters                                |
| weapon      | Object used to attack or defend.                       |
| raid        | A sudden surprise attack                               |
| Longship    | A long sail and oar ship used by the Vikings           |
| armour      | A covering to protect the body in battle.              |
| longhouse   | A long, single storey building that families lived in. |
| settle      | To find or make a home                                 |
| conquer     | To get something through great effort.                 |
| Scandinavia | A group of countries: Norway, Sweden, Denmark.         |
| Norsemen    | People who came from Scandinavian countries.           |

## Before the Vikings

The Anglo-Saxons were a group of farmer-warriors who lived in Britain. Made up of three tribes who came over from Europe, they were called the Angle, Saxon and Jute tribes. The two largest were the Angles and Saxons which is why we call it the Anglo-Saxon period. They conquered the Romanised Britons who came before them.

## The Invasion Journey



To make the journey from Denmark, Norway and Sweden, the Vikings had to make a treacherous journey across the North Sea.

They were expert boat builders. We know what their boats looked like from examples that archaeologists have discovered.

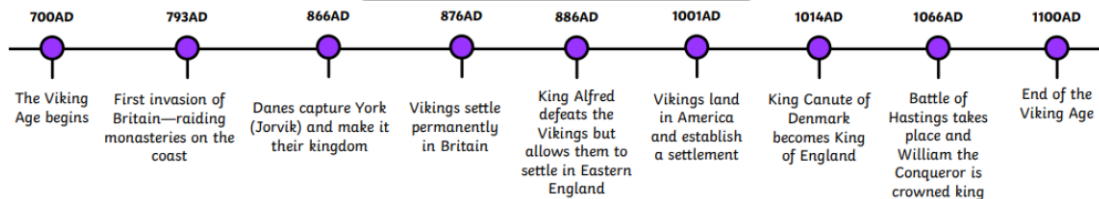


## Key Info

The Viking Age in Britain began in 700 AD and lasted for just over 200 years. Around the year 790 AD Vikings first started to raid Britain. They started out as short trips to steal treasure and take slaves. In time, Vikings made their home in Britain. They drove the Saxons out of part of Britain and took it for themselves. The Saxon King, King Alfred of Wessex, fought them in a great battle but he could not stop them at first so had to let them have part of the country in a treaty known as Danelaw.



## Viking Time Line



## A Reason to Invade

Farming was tough for the Vikings. The northern part of Scandinavia was full of mountains. The soil along the coastline was sandy. It was difficult to grow crops. As the population grew they could not grow enough food for everyone. Around 750AD, some Viking started to explore other places to live and began to settle in Britain where the Anglo-Saxons lived.



## Important People

**King Alfred**—King of Wessex 871AD—899AD. Defended Wessex from Viking invasion.

**Aethelstan**—First king to unite the English kingdoms in 927AD.

**Guthrum**—King of the Vikings in Danelaw at the time of the treaty with the Saxons.

**King Canute**—King of England, Denmark and Norway between 1028AD and 1035AD.

**Edward the Confessor**—penultimate Saxon King of England (before Harold II who lost at the Battle of Hastings)



## Society

**AGRICULTURE** – Vikings were farmers and kept animals and grew crops. They were also craft workers who made objects from wood and metal.

**HOUSES**—Viking families lived together in a longhouse, which were also made of wood and had a thatched roof. There would be a central fire in the room used for heating and cooking.

**BELIEFS** – Vikings were pagans, they believed in many gods who were in charge of different parts of life. They believed that if they died bravely in battle they would be taken to Valhalla, a great feasting hall in the afterlife.

