

YEAR: 4
TERM: Autumn 1
TOPIC: Vikings



SIR ROBERT GEFFERYS SCHOOL
A School for Enthusiasts

Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

**RE
INTENT**

To Discuss and explain how festivals and worship show what matters to a muslim (L2.9)

What is Islam and what beliefs do Muslims have about God?

Identify some beliefs about God in Islam, expressed in Surah 1, and make clear links between beliefs about God and ibadah.

What does the opening chapter of the Qur'an teach muslims about God?

Make links between Muslim beliefs about God and a range of way in which Muslims worship (e.g. in prayer, at home and in the mosque)

Why does prayer matter to Muslims?

Make connections about how and why prayer is valuable to Muslims.

Why is the mosque a special place for Muslims?

Make links between Muslim beliefs about God and a range of way in which Muslims worship.

Why do Muslims celebrate at the end of Ramadan?

Understand the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.

How do festivals and worship show what matters to a Muslim? What can I learn from this?

Make links between the Muslim idea of living in harmony with the Creator

**SCIENCE
INTENT**

SRG scientists will learn the names of forces and experience the effects that they have on everyday life.

They will build upon the golden threads of an SRG scientist - curious questioning, planning, predicting, pattern spotting and finally reflecting and improving. SCIENCE - Forces with a link to Viking long ships - components building to a composite design outcome encompassing all learning.

Lesson 1 - Forces - let's investigate!
LQ - Can I name the forces I can observe around me and recognise how they affect the world?

Can I create curious questions about what I notice?
Learning about the main forces we see and feel everyday eg gravity, air resistance, water resistance, friction and Isaac Newton.
Designing our own questions based on observations.

Forces diagrams using arrows - building on the KS1 concept of a push and a pull.

Lesson 2 - Air resistance - sails.
LQ - Can I explain what a fair test is by reflecting?

Can I summarise how air resistance can be increased and decreased?
Practical session investigating the effect of area of cloth on the air resistance produced.

Lesson 3 - Overcoming air and water resistance - streamlining.

**MUSIC
INTENT**

(Alongside brass lessons)
 To develop an understanding of notation and time signatures across a variety of genres.

To begin to practise a 4 note melody to a country pop tune.

Compare and contrast between orchestral pop music and reggae. Continuing to develop our notation and practising skills

Developing our vocal practise to a soul song.

Compare and contrast between orchestral music and Soul.

Compare and contrast between orchestral music, soul and hip hop.

Revise and review a song from the prior learning and use our reflection skills on our practise.

IMPACT
Year 4 Musicians will be able to appraise several styles of music. They will explore the role of a time signature plays and apply the use of notation in practise of a tuned instrument. Alongside this the children will understand how brass instruments work, how to play them and effective practise techniques.

**PHSE
INTENT**

To give the children an awareness of their roles and themselves in the wider world.

Lesson 1 - becoming a class team.

Children will know my attitudes and actions make a difference to the class team. They will know how to use their Jigsaw Journal. They know how good it feels to be included in a group and understand how it feels to be excluded.

Lesson 2 - Being a school citizen.

Children will learn to understand who is in my school community, the roles they play and how they fit in. Children can take on a role in a group and contribute to the overall outcome.

Lesson 3 - Rights, responsibilities and democracy.

Children will be taught to understand how democracy works through the School Council. Children can recognise my contribution to making a Learning Charter for the whole school.

Lesson 4 - Rewards and consequences

Children will understand that my actions affect myself and others; they will care about other people's feelings and try to empathise with them. Children can understand how rewards and consequences motivate people's behaviour.

Lesson 5 - Our learning charter

Children will explore and understand how groups come together to make decisions. Children can take on a role in a group and contribute to the overall outcome.

**Computing
INTENT**

To base a written algorithm for a program upon a real-life situation, designing an algorithm carefully whilst thinking about what I want the program to do and how I could turn my algorithm into code. To also design a program thinking logically about the sequence of steps required and to read programs with several steps and predict what it will do.

Lesson 1 – Using Flowcharts

Children will read and explain a flowchart, creating a computer program. that uses click events and timers.

Lesson 2 – Using Timers

Children will revise previous lesson and then create a program that uses a timer-after command and a timer-every command, debugging to understand there can be different ways to solve a problem.

Lesson 3 – Using Repeat

Children understand how the turtle object moves, using the repeat command with an object to create a computer program that includes use of the repeat command.

Lesson 4 – Code, Test and Debug

Children will create computer programs using prior knowledge, running, testing and debugging their programs whilst considering nesting when debugging their programs.

Lessons 5 and 6 – Design and Make Interactive Scene

Children will use the properties table to set the properties of objects, planning their scene and algorithms before they

<p>and the need for all people to live in harmony with each other in the world today.</p> <p>IMPACT Children will be able to identify key beliefs of Islam, understand their significance for Muslims, and draw connections between worship practices and Islamic values of harmony and submission.</p>	<p>Can I make suggestions about how to investigate a curious question by collaborating? Can I summarise how water resistance can be increased/decreased? Practical session investigating the effect of changing the shape of a ball of blu tack dropped in a measuring cylinder.</p> <p>Lesson 4 - Boats - the best design for carrying heavy treasure? LQ - Can I make detailed predictions by reflecting? Can I name the forces at work on a loaded boat and start to design how to overcome these? Practical design session looking at links between surface area and the ability of a boat to carry heavy weights. Design and make session today.</p> <p>Lesson 5 - continued from last week... LQ - Can I create a conclusion based on my results and what I have observed? Testing and concluding based on investigation.</p> <p>Lesson 6 - composite challenge - LQ - Can I create a boat design based on all of my learning linked to forces? Design a Viking boat to meet the specifications outlined. Pulling together all learning for the unit.</p> <p>IMPACT SRG scientists will have built upon their understanding of forces as a whole and how they affect the world around them. They will have built upon their practical science skills through direct teaching and modeling with opportunities planned to practise these independently and as a team. This learning will build upon the skills and understanding from KS1 topics.</p>		<p>Lesson 6 - Owning our learning charter Children will be guided in understanding how democracy and having a voice benefits the school community. Children understand why our school community benefits from a Learning Charter and can help others to follow it.</p> <p>IMPACT Children will be able to understand their role in decision making and the part they play in democracy at their level.</p>	<p>create their program. The aim will be to have several different things happen in a program. (Lesson 6 - as above)</p> <p>IMPACT To recall key prior learning of the use of algorithms (such as flowcharts and storyboards) to effectively design programs to achieve an aim or accomplish a task and to use when verifying the effectiveness of the code. To be able to trace through code as it executes and identify parts of code that aren't functioning as intended by debugging and refining it so that it executes as planned.</p>
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YEAR: 5

TERM: Summer 2

Topic: Waters of the World



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Art/DT INTENT

Artists within lower KS2 at SRG will continue to develop the key skills for the topic: observation, creativeness and experimentation and embed these skills whilst making cross curricular links to a time period which offers contrast to that of the modern era.

Lesson 1- Introduction to artist

LQ: Can I develop an understanding for my global artist's work through collaboration?

Lesson 2- Research stage

LQ: Can I present my understanding of a viking shield by showing my skills of comparison?

Lesson 3- Design stage

LQ: Can I apply what I already know to design my own Viking shield by noticing key features?

Lesson 4- Build stage

LQ: Can I implement my design with precision to create a print of a viking shield through perseverance?

Lesson 5- Build stage

LQ- Can I build on the techniques that I have already implemented to produce a finished piece of artwork?

Lesson 6- Evaluate stage

PE INTENT

Year 4 rugby players will have the opportunities to improve their basic skills of handling and passing a rugby ball and have opportunities to put these skills into practice when playing modified versions of the game.

Session 1:

LQ: Can I throw a rugby ball with accuracy?

Gold- I can pass with accuracy at chest height whilst travelling with the ball

Silver - I can pass at chest height for the receiver

Bronze - I can throw a rugby ball with a sideways arm swing action

Session 2:

LQ: Can I pass the ball backwards in a line of players?

Gold I can accurately pass the ball backwards whilst travelling, passing left and right sided.

Silver I can accurately pass the ball to a player whilst the team is moving forward

Bronze I can pass the ball backwards.

Session 3:

LQ: Can I select the best ways to attack and defend the opposing team?

Gold I can travel into a space, using speed and change of direction to avoid being tagged. Silver I can look for space to travel into, once tagged passing accurately to a teammate.

Bronze I can look for space to travel into when travelling with the ball. I can move forward with the ball.

Session 4:

LQ: Can I select the best ways to defend?

Gold I can put pressure on attackers by tracking and tackling players with the awareness of space needed to be defended. Silver I can actively seek to

Geography



Geography in Year 4 will be covered across Spring and Summer terms.

History INTENT

Historians within lower ks2 at SRG will increase their implementation of the skills of a historian:chronology, sources, making links and questioning whilst developing their knowledge on a global scale. Children will be able to make direct comparisons between a time in history which provides a stark contrast to that of the modern day.

Lesson 1- Can I begin to understand the timeframe of the Viking era through the use of chronology?

Lesson 2- Can I understand who the Vikings were and where they came from?

Lesson 3- Can I consider why Vikings may have moved from Scandinavia?

Lesson 4- Can I understand where the vikings settled within Britain?

Lesson 5- Can I present what life was like for Vikings in Britain?

Lesson 6- Can I show my progress of skill and knowledge by presenting what I know?

IMPACT

Pupils within Lks2 at SRG, throughout this topic will have developed their skills of a historian whilst embedding the substantive knowledge concepts required in order to expand their understanding of a time period which contrasts to that in which we live in now. Children will have explored and deepened their

MFL INTENT

To further develop the children's oracy and literacy in French.

Lesson 1 - Questions, answers and sentence building

Children will learn Qui est-ce? (who is this?) And the responses c'est + name... and Ce n'est pas

Lesson 2 - Classroom vocabulary

Children will learn the names of various items of stationery found in the classroom; le surligneur, la gomme, la regle, la trousse, le classeur, le sac, le crayon, le stylo, etc.

Lesson 3 - More colours

Children will learn the names of more of the colours, building their knowledge of these including; brun, rose, violet, bleu fonce, bleu clair, (learn clair and fonce for light and dark.

Lesson 4 - Playing games

Children will learn the vocabulary linked to French games including 'Coin! Coin! And Encore!

Lesson 5 - French Spelling Bee

Children will be given 100 French words that they have come across since Year 3 and spend time learning how to spell them. These will be contained in a word search.

Lesson 6 - French Spelling Bee and review of the half term's work

Children will take part in the French Spelling Bee and in a review of the new vocabulary they have learned this half term.

IMPACT

Year 4 linguists will be able to spell a number of the French words they

<p><u>LQ: Can I show my skills of presentation and evaluation to critique my artwork and compare it to that of our global artist?</u></p> <p>IMPACT</p> <p>By the end of the topic, children within lower key stage two would have successfully embedded the skills of an artist at SRG whilst developing their skills of printing. They would also have gained insight into a historical time period; making contrasts to life today and enhancing their passion and drive for the subject of art.</p>	<p>tag oncoming attackers. Bronze I can cover the space and tag the players with one handed tagging.</p> <p><u>Session 5:</u> LQ: Can I select the best ways to attack and defend? Gold I can involve teammates, running into space by change of direction, side step and looking for intercepting opportunities (reading the game) Silver I can run with the ball at speed, dodging tackles and passing with accuracy. Bronze I can look for passes and run forward with the ball. I can backward pass when tagged.</p> <p><u>Session 6:</u> LQ: Can I select the best ways to attack and defend? House matches Gold I have achieved the gold challenge Silver I have achieved the silver challenge Bronze I have achieved the bronze challenge.</p> <p>IMPACT Year 4 rugby players will have a growing understanding of how to play tag rugby, be good decision makers, collaborate with their teammates and enjoy these sessions.</p>		<p>knowledge base and developed their love for a subject, allowing them to work towards becoming historians of our future.</p>	<p>have come across since Year 3 and have a wider vocabulary range linked to classroom stationery and colours.</p>
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