

Vile Vikings

Learning Journey Showcase

Our learning journey showcase will be an opportunity to share how Year 4 explored the settlement of the Vikings through their own myths and legends and balanced arguments. The children will do this by sharing their information of Viking myths and their love of heroic tales and sagas. The children will also present a gallery of tribal tattoo designs designed and made by them. We hope after this showcase, Year 4 will have a solid understanding of how Vikings really lived and how their life developed and changed over time.

The main Class Texts and Poems for this theme are:

Fiction:

How to Train your dragon by Cressida Cowell

Non Fiction:

Viking Longship by Mick Manning and Brita Grandstrom

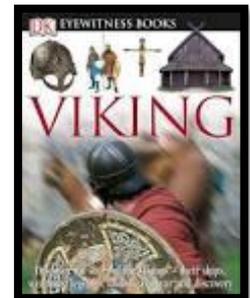
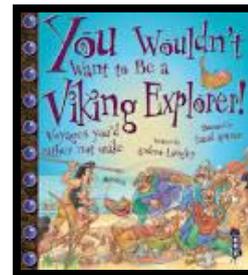
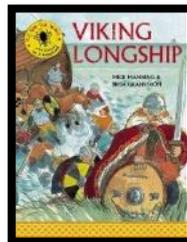
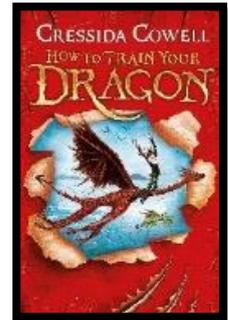
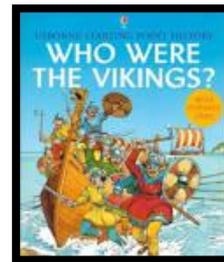
Who were the Vikings? By Jane Chisholm, Struan Reid & David Cuzik

You wouldn't want to be a Viking explorer by Andrew Langley

Vikings

Moving Image:

How to Train your Dragon (film)



During this theme we will develop as

Mathematicians

As mathematicians, the children will focus on:

- Securing multiplication facts
- Fractions
- Time
- Decimals
- Area and perimeter

We follow the Mathematics Mastery scheme of learning.

Speakers, readers and writers

During the Spring term, we will write:

- Character Description
- Balanced argument
- Playscripts
- Story settings
- Quest story
- Letter

We follow the SpellingShed scheme of learning to develop our spelling knowledge and understanding.

Scientists

As scientists, the children will learn about;

- Animals Including Humans
 - Human Digestion and Teeth
 - Food Chains

Geographers

As geographers, the children will be finding out about::

- Europe
- Scandinavia
- Vegetation belts found in Scandinavia
- Similarities and differences between Vestland county and South Yorkshire

<p><u>Theologians</u> (RE)</p> <p>As theologians, the children will discuss:</p> <ul style="list-style-type: none"> • Why do some people think that life is a journey • What significant experiences marks this • Why festivals are important to religious communities <p>What We will follow the <u>Doncaster Agreed syllabus</u> for RE</p>	<p><u>Historians</u></p> <p>As historians, the children will go back in time to find out:</p> <ul style="list-style-type: none"> • Why did the Vikings invade? • How the Vikings lived • What impact did they have?
<p><u>Linguists</u></p> <p>As French linguists, the children will cover the following units:</p> <ul style="list-style-type: none"> • My Town (F) - <i>(Spring 1)</i> • Describing People (G) - <i>(Spring 2)</i> <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages.</p>	<p><u>Citizens</u> (PSHE)</p> <p>The children will begin by looking at the units 'Hopes and Dreams' and 'Healthy Me'. During these units we will think about:</p> <ul style="list-style-type: none"> • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE.</p> <p>This is not a statutory subject and schools have the flexibility to decide on their own content, based on their context.</p>
<p><u>Artists</u></p> <p>As artists, the children will be focusing on:</p> <ul style="list-style-type: none"> • Drawing and Sketching • Norse and tribal designs. • Looking at a variety of tribal designers • Draw for a sustained period of time at an appropriate level. • Further develop their experiences in different grades of pencil and other implements to show line, tone, and texture. • Attempt to show reflections in a drawing. • Include in their drawing a range of technique and begin to understand why they best suit. • Have opportunities to develop further drawings featuring the third dimension and perspective. 	<p><u>Designers</u> (D&T)</p> <p>As designers the children will create a moveable jaw of a monster move without using your hands.</p> <p>We will focus on:</p> <ul style="list-style-type: none"> • Mechanical Systems • Pneumatics • Researching existing products • Designing our own products • Making our products using a range of tools, materials and equipment • Sharing and evaluating their products
<p><u>Musicians</u></p> <p>As musicians, the children will listen to a range of songs, sing and play instruments.</p> <p>We will focus on the following units:</p>	<p><u>Users of technology</u> (Computing)</p> <p>As users of technology, the children will learn about:</p> <ul style="list-style-type: none"> • Online safety • Hardware investigators

<ul style="list-style-type: none"> • Stop! – Rap style • Lean on Me – Soul / Gospel style • The children will be taught the recorder, alongside their other units <p>We follow the <u>Charanga</u> scheme of learning for music</p>	<ul style="list-style-type: none"> • Logo <p>We follow the <u>Purple Mash</u> scheme of learning for computing.</p>
<p><u>Sports people</u></p> <p>As athletes, the children will focus upon Gymnastics in Spring 1. Our unit is called Sequencing- The Water Cycle. We will learn to:</p> <ul style="list-style-type: none"> • Use cannon and unison techniques • Balance on large and small body parts • Link balances together using different ways to travel • Evaluate their own and other’s performances. <p>End Of Unit Celebration Event: Gymnastics Presentation.</p> <p>For Spring 2 we will focus upon Dance. Our unit is called Electricity – Street Dance. We will learn to:</p> <ul style="list-style-type: none"> • Demonstrate sudden and sharp dynamics • Demonstrate street dance actions • Develop use of canon. • Explore the space around them using action and reaction • Demonstrate timing; using counts of 8 <p>End of Unit Celebration Event: Dance Festival.</p> <p>We follow the <u>IPEP</u> scheme of learning for PE.</p>	<p><u>Spiritual, Moral, Social and Cultural (SMSC) citizens</u></p> <p>We will focus on:</p> <ul style="list-style-type: none"> • How to be a good British Citizen • Our cultural • Our historical past • Overcoming disappointment • Creating new, realistic dreams • Working in a group • Celebrating contributions • Resilience • Positive attitudes • Group dynamics • <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE, which incorporates SMSC.</p>
<p>Some subjects do not link directly to the theme and will therefore be taught discretely.</p>	
<p>The children will visit Yorkshire Wildlife Park to embed their learning of teeth and food chains.</p>	
<p>These are just some of the areas which we will cover when we explore the theme; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.</p>	
<p>If you would like any further information about your child’s learning then please do not hesitate to get in touch with the class teacher.</p>	