

## Enrichments

Trip to Chester Zoo- science focus on Animals including Humans unit of learning.

Viking museum of facts- invite families to attend.

# Vicious Vikings

## Key texts

How To Train Your Dragon – Cressida Cowell

## Word of the week Spring 1 Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
sinister rigid	harmonious ignite	trudge diligent	indulge ruthless	frazzled impulsive	relevant humid	indicate reliant

	What will I know?	How will I learn it?	Vocabulary
<p><b>History</b></p> <p><b>Where did the Vikings go?</b></p> <p><b>Golden Thread:</b> Our local area through the ages</p>	<p>-to name and place dates of significant events from the past on a timeline (CU)</p> <p>-to use dates and terms correctly (OC)</p> <p>- to ask questions (HE)</p> <p>-to show knowledge and understanding by describing features from past societies and periods (KU)</p> <p>-to identify beliefs and attitudes and experiences of men, women and children from the past (KU)</p> <p>-Give reasons why changes</p>	<p><b>Where do the Vikings fit on a timeline?</b> Using chronological understanding from Romans timeline, use this prior learning to recap on timeline- place Vikings onto timeline. Create a reduced timeline to include Celts, Romans, Anglo-Saxons, Vikings, Alfred the Great- include dates and key people.</p> <p><b>How and where did the Vikings raid and trade?</b> Explore the Viking longships and two Viking ships which were found by archaeologists on farms in Norway: The <b>Gokstad ship</b> was dug up in 1880 and The <b>Oseberg ship</b> was found in 1904. Identify parts of the longships and how they were able to make such long, treacherous journeys- visit website of Viking Ship museum in Oslo, Norway.<a href="https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zw3qmp3#znfrr2p1">https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zw3qmp3#znfrr2p1</a></p> <p><b>Vikings on the Wirral- what did they do here?</b> In 1938 workmen who were building the Railway Inn at Meols found what they described as “a Viking boat” in one of their excavations. They were told to ignore it and get on with the work of building the pub. No other investigations were carried out. One of the workers, however, made a few notes, and in 1991 his son produced a report and a sketch- look at sketch and use it to write a diary</p>	<ul style="list-style-type: none"> <li>● recent history</li> <li>● time difference</li> <li>● shape our lives</li> <li>● accurate picture of the past</li> <li>● version</li> <li>● historical argument</li> <li>● point of view</li> <li>● empire</li> <li>● settlers</li> <li>● invasions</li> <li>● achievements</li> <li>● infer</li> <li>● invasion</li> <li>● migration</li> <li>● kingdoms</li> <li>● resistance</li> <li>● legacy</li> </ul>

	<p>occurred during a time period (KU)</p> <p>-Give reasons why there may be different accounts of history (HI)</p> <p>-Describe how some of the past events/people affect life today.</p>	<p>entry from the worker in 1938. <b>Golden Thread: Our local area through the ages</b></p> <p><b>What was everyday life like in Viking Britain/Wirral?</b> Split into groups – food &amp; cooking, farming, houses, clothing, weapons, lifestyle: children to research and then marketplace their facts to rest of the class. Present findings to families in the form of a Viking Museum in the school hall- stalls set up to explain each category. <b>Golden Thread: Our local area through the ages</b></p>	<ul style="list-style-type: none"> <li>● effects</li> <li>● continuity</li> <li>● archaeologist</li> <li>● civilisations</li> <li>● settlements</li> <li>● culture</li> <li>● democracy</li> <li>● consequences</li> </ul> <p>(plus archer, coins, jewellery, merchant, slave, Viking, axe, drinking horn, Jorvik, raider, spear, Wessex, bow and arrow, Eriksson, king, runes, sword, York, Britain, farmer, long boat, Scandinavia, thatched house, cattle, freeman, long house, settlement, Thor, chieftain, helmet, loom, shield, tunic)</p>
<p><b>Geography</b></p> <p><i>Where did the Vikings go?</i></p>	<ul style="list-style-type: none"> <li>● identify where countries are within Europe, including Russia</li> <li>● recognise the different shapes of the continents(LK)</li> <li>● describe how people have been affected by changes in the environment( HP)</li> <li>● Understand and use a widening range of geographical terms( GSF)</li> <li>● Understand the effect of landscape features of the development of a locality (HP)</li> <li>● Know about the wider context of places – regions – countries (PK)</li> </ul>	<p><b>Where did the Vikings come from?</b> Map of Scandinavia (homelands)- children to identify/label modern day Denmark, Norway, Sweden. Label neighbouring countries, seas and climate.</p> <p><b>Where did the Vikings invade/settle?</b> Show route from Homelands that the Vikings took across the North Sea to invade the monastery of Lindisfarne in NE England and then onto Ireland, Scotland and Northern England.- label and produce key on map of Homelands and British Isles. <b>Golden Thread: Our local area through the ages</b></p> <p><b>Where did the Vikings settle on the Wirral?</b> Focus on where the Vikings settled on Wirral- research Viking place names on Wirral peninsula- use Google Earth to compare to modern day places on Wirral. Use map of the Wirral to label Viking places and suggest reasons for settling in these places. <b>Golden Thread: Our local area through the ages</b></p> <p><b>Why did the Vikings choose Wirral?</b> Look at the position of the Wirral peninsula and the coastline that would have made Wirral an ideal location for the Vikings to settle- how has the Wirral’s physical landscape changed since the Viking times</p>	<ul style="list-style-type: none"> <li>● country</li> <li>● region</li> <li>● county</li> <li>● British Isles</li> <li>● Scandinavia</li> <li>● Homelands</li> <li>● Danelaw</li> <li>● invade</li> <li>● settle</li> <li>● settlement</li> <li>● Europe</li> <li>● continent</li> <li>● landscape</li> <li>● North Sea</li> <li>● climate</li> </ul>

<p><b>Art / DT</b></p>	<p><i>Painting</i>  <i>Sculpture</i>  <i>3D Art</i>  <i>DT (mechanisms)</i></p>	<ul style="list-style-type: none"> <li>● <b>Focus: 3D art</b></li> <li>- Design and make a modern day brooch inspired by the Vikings using clay.</li> <li>● <b>Focus: Painting</b></li> <li>- local landscape and Viking Longship</li> <li>● <b>Focus: DT (mechanisms)</b></li> <li>- Plan/ design and evaluate a pneumatic system - Snapping Dragons.</li> </ul> <p><b>Focus artist/designer:</b> Iconic brooch designers e.g. Chanel, Dior, Hermes.  <b>Craft makers:</b> Jewellers</p>	<p><b>Sculpture:</b> sculpture, structure, assemble, construct, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, curve, form, clay, impress, texture, viewpoint, detail, decoration, natural, two dimensional, three dimensional, tiles, brick, slate, bronze, iron, composition, profile, stylised, proportion, ornate, symbolic, perspective</p> <p><b>Painting:</b> secondary (colour), light, dark, thick, thin, tone, warm, cold, shade e.g. different shades of red, green, blue, yellow, bright, pointillism, colour wash, background, abstract, natural, bold, delicate, detailed, colour descriptors, (e.g. scarlet, crimson, emerald, turquoise), watery, intense, strong, translucent, tint, foreground, middle-ground, scenery, rural, urban, townscape, seascape, landscape, representational, imaginary, impressionist, idealised, swirling, stippled, transparent, opaque, horizon</p> <p><b>DT(mechanisms):</b> compressed, deflate, inflate, hinge, input, join, mechanism, output, pneumatic, product, syringe.</p>
<p><b>Computing</b></p>	<p>Computer Science: Coding</p> <p>Be able to use the 'repeat' and 'repeat until' command/block to program a bot more efficiently.          Know that groups of instructions can be named as a procedure.</p>	<p>Design a Viking game where a Viking warrior chases/captures dragons using coding software.</p> <p>How do I make an instruction?</p> <p>How do I use instructions to create a procedure?</p>	<p>repeat commands, conditional commands, procedure, Code, program, instruction, sensor, simulation, algorithm</p>

	<p>Use and change a pre-written procedure.          Know that procedures can call on other procedures.          Begin to predict, program, test and amend longer sequences of linked instructions to achieve an intended objective.          Understand that many real-world devices (such as traffic lights, washing machines) are controlled using computer programs.          Be able to make use of sensors as part of a linear program in a planned way.</p> <p><b>Music &amp; Sound</b>          listen to a variety of radio programmes, evaluating their style          write a script for a radio programme          plan and record audio for a radio program, eg          interview, news broadcast, advert, cookery programme          evaluate and re-record (maybe editing)          maybe publish work online as a podcast</p> <p><b>Online communication</b></p> <ul style="list-style-type: none"> <li>• Selection of work to save and share through an e-portfolio</li> <li>• use at least two online communication methods (eg online discussion, surveys, quizzes, blogs, wikis, shared online folders, web quests)</li> </ul>	<p>Can I predict, program, test and amend sequences of linked instructions?</p> <p>Can I make use of sensors as part of a linear program in a planned way?</p> <p>What features are similar across local stations?</p> <p>What is the pattern for a show?</p> <p>Can I plan a radio show, interviewing specialist/presenting learning/sharing steps to achieving goal?</p> <p>Can I choose my best work, justify my choices and present on my shared drive?</p> <p>Can I have an online discussion about my learning?</p>	
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	<p>through the Learning Platform in topic work</p> <ul style="list-style-type: none"> <li>• discuss advantages and disadvantages of these communication methods</li> </ul> <p>To start to think about the different styles of language layout and format of online communications sent to different people (eg. when it is appropriate to use “text language”).</p> <p>give useful and polite feedback to others on their work</p>	<p>Can I research and identify different styles of language and when to use them?</p> <p>Can I analyze using a criteria and give online feedback to encourage my peers?</p>	
<p><b>Music</b></p>	<p><b>Singing</b> – range of an octave, following tempo directions and holding a melody in two-part songs, with different time signatures (2, 3 &amp; 4 time) Sing with attention given to breathing and phrasing &amp; staccato/legato.</p> <p><b>Musicianship</b> – find the pulse; listen &amp; copy a rhythmic pattern by ear and notation; copy back melodic patterns using pentatonic scales from C &amp; G; F, G, A &amp; Am natural</p> <p><b>Listening and appraising a variety of music</b> – identify call &amp; response, change in texture, pulse, metre, dynamic changes</p> <p><b>Notation</b> – explore ways of representing high/low, long/short sounds. <b>Read and respond</b> to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p>	<p><b>Focus:</b> Learning to play a clarinet, taught by Edsential specialist</p> <p>Do I know the 9 elements of music?</p> <p>Can I identify some different genres of music and name significant composers?</p> <p>Can I improvise on a glockenspiel?</p> <p>Can I play and perform a melody using staff notation?</p> <p>Can I create rhythm cards to create a sequence?</p> <p>Can I read and understand notation?</p>	<p>unison, octave, crescendo, improvise, tempo, pitch, melody, harmony, appraise, canon, compose, perform, notation, time signature</p> <p>20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>

	<p><b>Playing instruments</b> - Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Perform in 2 or more parts</p> <p><b>Improvisation</b>- Improvise on a limited range of pitches making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p><b>Composition</b>- Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Start to use simple structures and dynamics – over a chord</p> <p><b>Performance</b> - Explain song choice, including composer/ historical/cultural context. Communicate meaning of words and use the structure to communicate mood and meaning. Perform from memory or notation. Talk about learning during process &amp; reflect on performance.</p>	<p>Can I evaluate, practise &amp; refine my playing?</p> <p>Can I make a melodic pattern, using musical features for effect?</p> <p>Can I fit a melody over a chordal base, memorise it then play it again?</p> <p>Can I choose, research, rehearse and present a song, explain my choice and evaluating my performance?</p>	
<p><b>Science</b></p>	<p><b>Animals including Humans:</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p>	<ul style="list-style-type: none"> <li>• Research the function of the parts of the digestive system.</li> <li>• Create a model of the digestive system using household objects</li> <li>• Explore eating different types of food to identify which teeth are being used for cutting, tearing and grinding (chewing).</li> <li>• Classify animals as herbivores, carnivores or omnivores according to the type of teeth they have in their skulls.</li> <li>• Use food chains to identify producers, predators and prey within a habitat.</li> <li>• Use secondary sources to identify animals in a habitat and find out what they eat.</li> </ul>	<p>digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain</p>

	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>Sound:</b></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<ul style="list-style-type: none"> <li>• Classify sound sources.</li> <li>• Explore making sounds with a range of objects, such as musical instruments and other household objects.</li> <li>• Explore how string telephones or ear gongs work.</li> <li>• Explore altering the pitch or volume of objects, such as the length of a guitar string, amount of water in bottles, size of tuning forks.</li> <li>• Measure sounds over different distances.</li> <li>• Measure sounds through different insulation materials.</li> </ul>	<p>sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation</p>
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	What will I know?	How will I learn it?
<p><b>Maths sequences</b></p>	<p><b><u>Arithmetic /Mental/fluency</u></b></p> <p><b><u>Number - multiplication and division (continued)</u></b></p> <ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</li> <li>recognise and use factor pairs and commutativity in mental calculations</li> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</li> </ul> <p><b><u>Further Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>divide and multiply by 1 and 0 and understand the law of commutativity</li> <li>multiply three numbers together using prior knowledge of multiplication tables</li> <li>multiply multiples of 10</li> <li>multiplication of 2-digit numbers using short multiplication</li> <li>multiplication of multiples of 100</li> <li>multiplication of 3-digit numbers using short multiplication</li> <li>divide 2-digit numbers using two methods, including numbers with remainders.</li> <li>solve multiplication and division problems using the methods they have learned</li> </ul> <p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>count in hundredths</li> <li>write mixed numbers and place on a number line</li> <li>improper fractions and simplify</li> <li>find equivalent fractions</li> <li>adding fractions</li> <li>subtracting fractions</li> <li>solve word problems</li> </ul>	<p>MNP lessons – 5 lessons per week. Chapters 3, 4, 6.</p> <p>Daily fluency practice – mornings.</p> <p>Times tables testing – half termly and teaching.</p> <p>Times tables practice daily/weekly.</p> <hr/> <p>Mental methods taught from Year 4 progression document –practise through daily fluency sessions.</p> <p>Booster groups: daily over-learning, off-track, greater depth</p>



<p>English sequences</p> <p><u>Spring focus</u></p>	<p><u>GPAS</u></p>	<p>Fronted adverbials, paragraphs, appropriate choice of pronoun or noun, inverted commas and other punctuation to indicate direct speech, apostrophes for plural and possessive 's', determiner, pronoun, possessive pronoun, adverbial, expanded noun phrases, use of Standard English.</p>	<p>Once per week discrete teaching as well as daily application through writing lesson</p>
	<p><u>Reading</u></p> <p><i>How to Train your Dragon by Cressida Cowell</i></p>	<ul style="list-style-type: none"> <li>• Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous;</li> <li>• Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.</li> <li>• Ask reasoned questions to improve understanding of a text.</li> <li>• Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or</li> </ul>	<p>VIPER questions : once per week</p> <p>Reading for pleasure: Daily timetabled reading sessions</p> <p>1:1 Reading: Weekly (more often for less competent readers)</p> <p>Whole class reading for English: Daily reading session</p> <p>GD booster session once per week</p>

textbooks.

- Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.
- Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.
- Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.
- Understand what he/she reads by asking questions to improve his/her understanding of

texts of increasing complexity.

- Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.
- Understand what he/she reads by predicting what might happen from details stated and implied.
- Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.
- Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.
- Retrieve and record information from non-fiction over a wide range of subjects.
- Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

	<p><u>Writing</u></p>	<ul style="list-style-type: none"> <li>• Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Plan his/her writing by discussing and recording ideas.</li> <li>• Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2</li> <li>• Draft and write by organising paragraphs around a theme.</li> <li>• Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</li> <li>• Draft and write non-narrative material, using simple organisational devices.</li> <li>• Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</li> <li>• Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</li> <li>• Proof-read for spelling and punctuation errors,</li> </ul>	<ul style="list-style-type: none"> <li>• describe a setting using prepositional phrases (How to Train Your Dragon)</li> <li>• write a first person narrative describing entering the dragons' nursery and looking around at hundreds of young dragons.</li> <li>• use expanded noun phrases to add descriptive detail in narrative writing.</li> <li>• use simile and metaphor to describe characters and settings</li> <li>• punctuate speech using inverted commas</li> <li>• retell the events of a story from a character's perspective</li> <li>• use technical vocabulary in a non-chronological report</li> <li>• construct paragraphs around a theme</li> <li>• write a nonchronological report</li> <li>• Writing for Pleasure (free writing)</li> <li>• Poetry- dragon poems- read a range of free verse and rhyming poetry- Dragon Song, Storm Dragon. Recite and perform. Analyse and identify personification.</li> </ul>
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		<p>including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.</p> <ul style="list-style-type: none"> <li>• Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</li> </ul>	
	<p>Vocab/Spelling</p>	<p>Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.</p> <p>Understand and add the suffixes -ation, -ous. I can understand and add the suffixes -ation, -ous. Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</p> <p>Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p>Spell more complex words that are often misspelt with reference to English Appendix 1.</p> <p>Spell words with the 's' sound spelt 'sc' e.g. science, scene.</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</p>	<p>Word of the Week</p> <p>Scode Spellings 3 x 20 minute sessions per week</p>

		<p>Use the first three or four letters of a word to check its spelling in a dictionary.</p> <p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>	
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