

Medium Term Planning		Year 4 Learning Journey Map		Term: Spring 1		Weeks: 5	
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture							
Teaching and Learning Principles and Curriculum Driver							
Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience		Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills		Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.		Force for Positive Change Who or what has been a force for positive change? How can we be a force for positive change?	
Throughout our learning journey, resources, artefacts, costumes and D&T equipment have been purchased and rented for all children to explore and enjoy in lessons.		Since this learning journey is heavy with history, the children will be able to ask historical questions and use enquiry based lessons to find out the answers for example: Why did the Anglo-Saxons invade Britain?		A variety of historical artefacts and costumes will be a part of our weekly lessons. We will also be doing a rendition of how both the Anglo-Saxons and Vikings invaded Britain.		There are a variety of ways the children can be forces of positive change through looking at current immigration issues and laws, creating new ideas to help our children that are new to English and looking at the history of sewing.	

<b>YEAR 4</b> <b>Title: Anglo Saxons and Vikings</b>		<b>Key Curriculum Areas:</b> History, D&T and RE	<b>Maths</b> <u>Place Value:</u> -counting in multiples of 6, 7 and 9 -decimals with money and using rounding to the nearest 10 <sup>th</sup> and 100 <sup>th</sup> <u>Addition and Subtraction:</u> -adding and subtracting numbers up to 4 digits using a formal method -using addition and subtraction to solve reasoning and multi-step worded problems <u>Multiplication and Division:</u> -factor pairs and commutativity (9x2=18; 2x9=18) -formal method of short division <u>Geometry:</u> -identifying different angles	<b>English</b> <b>Core Text: The Anglo-Saxon Boy- Tony Bradman</b> <u>Narrative -Historical:</u> Children write from a character's perspective about <i>The Battle of Hastings</i> . -show and not tell sing effective language -expanded noun phrases with prepositional phrases -variety of sentences and conjunctions -fronted adverbials with commas -inverted commas used in direct speech - technical vocabulary <u>Recount:</u> -Apostrophe for plural possession, compound and complex sentences, fronted adverbial with comma, expanded noun phrases, time connectives, subordination. <u>Reading:</u> Daily guided reading sessions and whole class reading sessions.
<b>Big Bang</b> Anglo-Saxon and Viking invasion -Re-enactment	<b>History- Anglo-Saxons and Vikings</b> -Conflict and invasion: looking at the invasion story of the Anglo-Saxons and Vikings in Britain -Chronology and interpreting the past: investigating why the invasions occurred and where these invaders came from -Exploring a range of artefacts to understand ways of life -Understanding the impact the Anglo-Saxons and Vikings have on today	<b>Computing:</b> Programming: Repetition in Shapes -To create a program that uses count-controlled loop to produce a given outcome.		<b>Music</b> -Learning to play the guitar -Identifying the E, G and B strings -Playing with walking fingers, open strings and our thumb
<b>Celebration</b> Fashion Show – Viking and Anglo-Saxon experience	<b>D&amp;T: Sewing Tunics</b> -take inspiration from others and understanding how clothes are made and sewn together -evaluating how tunics are made/sewn -practising sewing skills -planning and creating our tunics -evaluating our final products	<b>PSHE- Dreams and Goals</b> -creating and planning steps for future goals -understanding and dealing with disappointment		<b>Languages</b> -To describe my personality and the personality of others -Review colour vocabulary -Say and describe pets
<b>RE: Islam</b> -understanding why Muslims go to a mosque and how prayer impacts their everyday life -exploring the five pillars of Islam -exploring Zakat	<b>PE:</b> <b>Swimming</b> <b>Outdoor- Invasion Games: Football</b> Keeping possession, marking and tackling, controlling and receiving			