



Vicious Vikings

Year 3/4 Cycle 2

Summer 2



Vicious Vikings

Science

WS skills and revision

History

Settlements

Design Technology

Food technology

PE

Athletics/OAA

Music

Mama Mia

RE

Christianity: Prayer and worship

Computing

Handling Data: Investigating
Sounds/ My Detective Work

PSHE

Changing me

Science

Continuation of units, working scientifically skills and revision	Term: 6	Year: 3/4
Unit Learning		
NC Objective – Coverage Working Scientifically skills.		Vocabulary
<p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>During Summer 2 year groups will be continuing any of their units that are unfinished.</p> <p>If all are complete then they will focus on the working scientifically skills and complete work linked to those.</p>	<p>See previous units.</p>

History

Settlements		Topic: Vicious Vikings	Term: Summer 2	Year: 3/4 Cycle 2	
<p>Foundations of previous learning: Children have recently learned about the Roman Empire which preceded the Vikings – linking both knowledge and chronological awareness Children have previously learned about warfare and invasions. Children will continue to build on presenting their understanding of the past through a variety of ways and will begin to think about the most appropriate way.</p>					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	<p><u>Year 3</u> Chronological understanding Uses words and phrases: century, decade. Knowledge and understanding Uses evidence to describe past. Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects. Historical interpretation Looks at 2 versions of same event and identifies differences in the accounts. Historical enquiry Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people ...? What did people do for ...?' Suggests sources of evidence to use to help answer questions. Organisation and communication Discusses different ways of presenting information for different purposes.</p> <p><u>Year 4</u> Chronological understanding Names and places dates of significant events from past on a timeline. Knowledge and understanding Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Historical interpretation Gives reasons why there may be different accounts of history. Historical enquiry Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Organisation and communication Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>To know that the Romans withdrew from Britain. To know that the Roman Empire fell. To know that Anglo Saxons and Scots settled in Britain. To know Anglo Saxons ruled small kingdoms. To know that the Vikings invaded and raided the Kingdom of England. To know that the Vikings travelled in longships. To know that King Alfred the Great defeated the Vikings in battle. To know that after the defeat, the Vikings signed a treaty saying that they had to keep to their own land in England. To know that Jorvik was a large Viking Kingdom around York. To know that Viking warriors believed that when they died in battle, they went to Valhalla, where the king of the gods lived. To know some of our current towns and villages have elements of Norse language in them.</p>	account raid invasion resistance law justice settlement kingdom Anglo Saxons Scotts Rule Invaded Longships King Alfred the Great Battle Defeat Treaty Jorvik Warrior Vahalla Odin Gods Norse		
	Assessment of Skills		Assessment of Knowledge		
	<p>Year 3 I can suggest different sources of evidences to use to help answer questions. I can use a variety of ways to present information I have found about the past (discussions, writing, drama, annotations). Year 4 I can use both primary and secondary sources and use both to find information. I can consider and use the most appropriate way to present information I have found about the past.</p>	What happened to the Romans? What happened to the Roman Empire? Who settled in Britain and ruled small kingdoms after the Roman Empire fell? What did the Vikings do to the Kingdom of England? How did Vikings travel? Who defeated the Vikings in battle? What did the Vikings do after King Alfred the Great beat them in battle? What was Jorvik? What did Vikings believe about death during battle? What links the Vikings have with town and village names such as ____?			

Design Technology

Food Technology		Topic: Vicious Vikings	Year: 3/4 Cycle 2	Term: Summer 2
<p>Foundations of previous learning: Year 3 and Year 4 children will have used basic food handling hygiene practices and personal hygiene.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Pupils should be taught to:</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Year 3 <u>Plan and communicate ideas</u> Identify a purpose and establish criteria or a successful product Plan the order of their own work before starting. Make drawings with labels when designing.</p> <p><u>Make (technical knowledge)</u> Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Demonstrate hygienic food preparation and storage.</p> <p><u>Evaluate</u> Disassemble and evaluate familiar products Evaluate their produce against the original design criteria</p> <p>Year 4 <u>Plan and communicate ideas</u> Develop a clear idea of what has to be done, planning how to use materials, equipment and Evaluate product and identify criteria that can be used for their own designs. <u>Make (technical knowledge)</u> Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques</p> <p><u>Evaluate</u> Evaluate their products carrying out appropriate tests</p>	<p>To know what ingredients I will need to make bread. To be able to select the appropriate cookery tools. To be able to measure out the correct amount of each ingredient. To know how to knead. To know how to prepare food in a hygienic and safe manner. To follow a design brief for the bread's packaging.</p> <p>To know the strengths and weaknesses of their design and product.</p> <p><u>Assessment</u></p>	<p>Bread Knead Mix Rise Yeast Hygiene Safe Clean Purpose Success criteria Design Success Improvements Packaging Ingredients Measurement Tools</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Year 3 Identify a purpose and establish criteria for a successful product. Measure, mark out, cut, score and assemble components with more accuracy. Evaluate their product against the original design criteria.</p> <p>Year 4 Evaluate a product and identify criteria that can be used for their own designs. Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques. Evaluate their products carrying out appropriate tests.</p>	<p>What ingredients do you need to make bread? What tools do you need to make bread? Can you measure out the correct amount of each ingredient? Can you show me how to knead? How do you prepare food hygienically? What did you have to include on your packaging to meet your design brief? What are the strengths of your product? What you improve on your product?</p>		

Physical Education

Athletics		Term: Summer 2	Year: 3/4 cycle 2
Foundations of previous learning:			
<p>Year 1:</p> <p>Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Take part in activities and work with others to complete a task. Demonstrate the five basic jumps on their own, e.g a series of hops, and in combination, e.g hop, one two, two two, showing control at take-off and landing. Run continuously for about one minute and, when required, show the difference between running at speed and jogging. Throw with increasing accuracy and co-ordination into targets set at different distances. Use different techniques, speed and effort to meet challenges set for running, jumping and throwing. Describe what happens to their heart, breathing and temperature during different types of athletic activity. Identify and describe different running, jumping and throwing actions. Explain what is successful and what they have to do to perform better. To identify and show their understanding. To perform as an individual and as part of a team. <i>Assessment: Control speed of running, strength of throws and jumping technique in athletics.</i></p>	<p>Year 2:</p> <p>Take part in running games (relays etc) and run as fast as I can in the process. Throw and kick a ball in different ways, and decide where to stand to make the game difficult for the other team. Take part in activities and work with others to complete a task. Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control Show good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. Choose and use tactics to suit different situations React to situations in a way that helps their partners and makes it difficult for their opponents. Know how to score and keep the rules of the game Understand and describe changes to their heart rate when playing different games Begin to anticipate what they will feel like after playing games Watch and describe performances accurately Recognise what is successful Copy actions and ideas, and use the information they collect to improve their skills To identify and show their understanding To perform as part of a team <i>Assessment: Use different techniques, speed and effort to meet challenges set for running, jumping and throwing in athletics.</i></p>	<p>Year 3/4 Cycle 1</p> <p>Run consistently and smoothly at different speeds Demonstrate different combinations of jumps, showing control, co-ordination and consistency Throw a range of implements into a target area with consistency and accuracy Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment Pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action Identify when their body is cool, warm and hot Recognise and record that their body works differently in different types of challenges and events Carry out stretching and warm up activities safely Watch and describe specific aspects of running, jumping and throwing styles Suggest, with guidance, a target for improving distance or height <i>Assessment: Show control, co-ordination, consistency and accuracy in athletics challenges.</i></p>	
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>To run consistently and smoothly at different speeds To demonstrate different combinations of jumps, showing control, co-ordination and consistency</p> <p>To throw a range of implements into a target area with consistency and accuracy</p> <p>To pace their effort well in different types of event so that they can keep going steadily and maintain the quality Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment</p> <p>Describe specific aspects of running, jumping and throwing styles</p> <p>Suggest, with guidance, a target for improving distance or height</p>		<p>isolation combination speed consistent target accuracy running jumping throwing</p>
	Assessment		
	<p>Choose the best style of running, jumping or throwing and select the right equipment for athletics challenges.</p>		

Music

Mama Mia		Year: 4	Summer
Foundations of previous learning: Children have been learning the glockenspiel. They can play in an ensemble and have any awareness of the interrelated dimensions of music. Children are becoming more familiar with the links to sound and notation.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Performing (singing/playing): To find the pulse by themselves and stay in time.</p> <p>To sing in an ensemble confidently with a sense of pulse and in time with the group.</p> <p>Improvising and composing: To compose and improvise by using one to three note melodies and through simple rhythms based around crochets, minims and semibreves.</p> <p>To consider the dynamics and tempo they want to use to create their composition.</p> <p>To record their own composition.</p> <p>Listening, developing knowledge and understanding: To know and understand how pulse, rhythm and pitch fit together and how they differ for each style of music. (Focus on ABBA) To be able to recognise the instruments used in Mama Mia</p>	<p>To recognise the very basic style indicators for ABBA. To begin to know the basic history ABBA.</p>	<p>Pulse Pitch Rhythm Dynamics Texture Tempo Structure Tibre Notation Listening Album Reggae Music Jamaican Vocal Line Accompainment Hook Style Chorus Verse</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can find the pulse and stay in time. I can sing in an ensemble. I can create my own response and melody. I am beginning to explore the link between sound and symbol. I can record my own composition.</p>	<p>I know the very basic style indicators for ABBA. I know the basic history of ABBA.</p>	

Religious Education

Christianity: Prayer and Worship		Year: 3/4 Cycle 2	Term: Summer 2
Foundations of previous learning: To be aware of different places of worship. To understand the role that a place of worship has within prayer. To be aware of key celebrations/religious festivals within other religions.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Do people need to go to Church to show they are Christians? <ul style="list-style-type: none"> To understand how important going to church is to show someone is a Christian. 	Thinking about religion and belief comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting gather, select, and organise ideas about religion and belief suggest answers to some questions raised by the study of religions and beliefs suggest meanings for a range of forms of religious expression, using appropriate vocabulary Beliefs and teachings (what people believe) describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Identity and experience (making sense of who we are) ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Values and commitments (making sense of right and wrong) ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To compare where Jew's, Sikh's, Hindu's, Muslim' and Christian's special places may be. To understand that every religion has their own place of worship. To identify features of a church. To understand why Christians choose to go to Church. To know why John the Baptist is an important figure. To understand why Christians are baptised. To know what happens during worship. To understand how worship can influence a Christians daily life. To know why Christians choose or don't choose to go to church.	Church Baptism John the Baptist Eucharist Holy Communion Worship Belonging Feelings Special Baptized River Jordan Teachings Commandment Effort
	Assessment of Skills	Assessment of Knowledge	
	I can explain some of the feelings my special place gives me and suggest why that is. I can start to understand the impact a Christian's special place has on him/her.	I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.	

Computing

Investigating Sounds/ My Detective Work		Topic: Handling Data	Year: 4	Term: Summer 2
<p>Foundations of previous learning: Children from Year 3 are be able to...</p> <ul style="list-style-type: none"> • talk about the different ways data can be organised. • search a readymade database to answer questions. collect data help me answer a question. • add to a database. make a branching database. • use a data logger to monitor changes and can talk about the information collected. 				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<p>Information Technology: Use and combine a variety of software and internet services to accomplish given goals. To sort and organise information to use in a database. To present data and information.</p>	<p>Investigating Sounds To organise data in different ways. To collect data and identify where it could be inaccurate. To use a datalogger to record and share my readings with my friends.</p> <p>My Detective Work To organise data in different ways. To collect data and identify where it could be inaccurate. To plan, create and search a database to answer questions. To choose the best way to present data to my friends.</p>	Branching database Chart Collect Data Database Data logger Decision tree Field Graph Hypothesis Information	Interpret Investigate Predict Questions Record Results Tally Sort Venn diagram
	Assessment of Skills/Assessment of Knowledge			
	<p>Investigating Sounds Can you talk about the data you collect with a datalogger? Can you use technology to record and show data in a chart or graph? Can you carry out a fair test to find out which materials are good insulators of sound?</p> <p>My Detective Work Can you answer questions about the database? Can you use a database to answer questions? Can you search the web safely using age appropriate websites? Can you add data and sort data by more than one criteria? Can you add fields to a database? Can you search a database using more than one criteria to answer a question?</p>			

[PSHE](#)

Changing me	Jigsaw	Year: 3/4 Cycle 2	Term: Summer 2
<p>Foundations of previous learning: Y1 - I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina; I respect my body and understand which parts are private Y2 - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private, I can tell you what I like/don't like about being a boy/girl</p>			
Unit Learning			
Themes (Puzzle pieces)	Outcomes	Vocabulary	
Unique me Having a baby Girls and puberty Circles of change Accepting change Looking ahead	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I have strategies to help me cope with the physical and emotional changes I will experience during puberty I know how the circle of change works and can apply it to changes I want to make in my life I am confident enough to try to make changes when I think they will benefit me I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this	Personal characteristics Birth Egg Sperm Unique Internal External Male Female Baby Children Adult Menstruation Physical Emotional Confident	
	Assessment		
	<p>Year 3 I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> <p>Year 4 I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>		