

YEAR 4 – SPRING TERM

English

Spring 1

- ❖ Dual Narrative
- ❖ Shakespeare

Spring 2

- ❖ Lyric Poetry (Author Study)
- ❖ Portal Story

Maths

- ❖ Multiplication and division
- ❖ Area
- ❖ Fractions and Decimals

Art & D&T

- ❖ Artist Study – Hokusai printing
- ❖ Torch Making

Computing

- ❖ Logo
- ❖ Hardware investigations

Religious Education

- ❖ Salvation
- ❖ People of God

Science

- ❖ Teeth and Digestion
- ❖ Electricity

PE

- ❖ Gymnastics
- ❖ Dance



History - Vikings

- ❖ Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'.
- ❖ Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were.
- ❖ Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgements they might have made as news of the attack spread.
- ❖ Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain.
- ❖ Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgement.
- ❖ Identify and describe the distribution of those areas of Britain settled by Viking Norsemen.
- ❖ Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed.
- ❖ Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed.
- ❖ Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgement as to whether he is justifiably 'great' and justify their decision.
- ❖ Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.



Geography - Earthquakes

- ❖ Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources;
- ❖ Observe and record the distribution of earthquakes in New Zealand over the past two hundred years;
- ❖ Identify, describe and explain the causes of earthquakes;
- ❖ Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world;
- ❖ Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction;
- ❖ Identify, describe and explain the causes of volcanoes;
- ❖ Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand;
- ❖ Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.