Thematic Blocked Curriculum Half-termly Overview

Year group: **4** Half term/year: **Summer 2 2020-21** Theme: **Warriors**

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SUBJECT BLOCK		**Geography** Where would the best place to invade and settle be in the UK for a Viking Warrior?	**History** What was life like for Viking warriors?		**DT** How did Viking warriors travel?	**Art** What did Viking Warriors look like?	**History:** How are Viking Warriors remembered? (ASSESSMENT/TRANSITION)	
English Learning Journey	Text / Class Novel	Brave Fiction https://www.goodreads.com/book/show/6247440-how-to-be-a-viking-in-13-easy-stages&:~:text=If%20you%20want%20to%20be,locating%20and%20identifying%20important%20information.			How to be a Viking 		Viking Poems Poetry 	
	Phonics / Spelling	Year 3/4 Spelling Words				Revise Schofield and Sims words		
	Reading	Use a dictionary to check the meaning of unfamiliar words. Discuss and record words and phrases that writers use to engage and impact on the reader. Show their understanding of texts that they have read and explain the meaning of words in context. Ask relevant questions to improve my understanding of a text. Infer meanings and begin to justify them with evidence from the text. Predict what might happen from details stated and from the information they have deduced.			Identify the main points of a text, drawn from more than 1 paragraph and can summarise this information. Retrieve information from non-fiction texts. Know which books to select for specific purposes. Use a dictionary to check the meaning of unfamiliar words. Identify some of the literary themes and conventions in different texts. Show their understanding of texts that they have read and explain the meaning of words in context. Ask relevant questions to improve my understanding of a text.		Identify where a writer has used precise word choices for effect to impact the reader. Discuss and record words and phrases that writers use to engage and impact on the reader.	
	Grammar							

	Writing					
	Writing Outcome	Diary Entry		Potential for non-chronological report writing		Poem about a Viking Warrior
Maths		**Multiplication and Division** Recall multiplication and division facts up to 12x12. Use place value, known and derived facts to multiply by 0 and 1 and divide by 1. Multiply three numbers together. Recognise and use factor pairs in mental calculations. Multiply 2-digit numbers by a 1-digit number using the formal written layout. Solve missing number problems using the inverse operation with 2 digit numbers (trio-triangle). Solve problems using the distributive law to multiply 2 digit numbers by 1 digit numbers. Solve integer scaling problems using multiplication and division. Solve complex correspondence problems where n objects are connected to m objects.		**Fractions and Decimals** Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise and show using diagrams, families of common equivalent fractions. Count up and down in hundredths. Recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. Add and subtract factions within the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to 1/4, 1/2 and ¾. Find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the. Round decimals with one decimal place to the nearest whole number. Find fractions (1/2, ¼, ¾) of amounts. Compare numbers with the same number of decimal places up to 2 decimal places. Solve problems involving including non-unit fractions where the answer is a whole number. Solve simple measure and money problems involving fractions & decimals to 2 decimal places.		
Science						
ICT/Computing			**Research a historical event.** Navigate the web to complete more complex searches.			
PE		Team Games/Archery?				
PHSCE **Geography** **History** **Art & Design** **Design & Technology** **Music** **RE** **MfL** **Outdoor Learning / LotC (incl. trip/visitor)**		**Geography** Explain the difference between the British Isles, Great Britain and the United Kingdom. Find at least six cities in the UK on a map. Name and locate some of the main islands that surround the United Kingdom. Explain why people may choose to live in one place rather than another.	**History: Vikings and Anglo Saxons** Explain how historic items and artefacts can be used to help build up a picture of life in the past. Research two versions of an event and explain how they differ.	**DT: Ship Building** Produce a plan, identifying materials needed and explain it. Present a product in an interesting way. Evaluate and suggest improvements for my designs based upon my plan and product. Evaluate products against a criteria for both their purpose and appearance.	**Art** Show facial expressions and body language in sketches and paintings. Use line, tone, shape and colour to represent figure and forms in movement. Explain some of the features of art from historical periods. Experiment with artistic styles from different historical periods, identifying specific techniques used.	**History: Vikings and Anglo Saxons** Explain how an event from the past has shaped our life today. Explain how the lives of wealthy people were different from the lives of poorer people.

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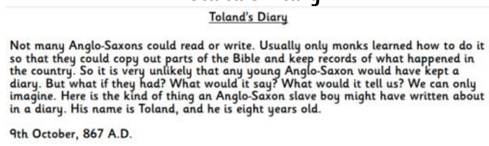
<tr>
<td>Guided Reading Text to Support Curriculum Area</td>
<td colspan="2">Viking Saga's (BBC)

wood. It's important that the fires stay very hot so that father can shape the iron into swords and arrowheads. Sometimes he makes rivets too when the boat makers need more.
As soon as it is light we leave our one-roomed house quietly and walk through the market to the dark smithy. There, we spend all day creating wonderful things for the people of Jorvik. Not a day goes by when someone important doesn't stop to order a new blade or other type of weapon. Father says I need to stay out of the way when these important people visit.
When I get home I go and play in the fields with Frodi. The fields are stubble because the women and girls have been harvesting the corn before winter comes. Father made</td>
<td colspan="2">Viking Ship Dug Out Newspaper Article

Daily News
Viking Ship
Archaeologists Find Viking Ship</td>
<td>Toland's Diary
 
Toland's Diary
Not many Anglo-Saxons could read or write. Usually only monks learned how to do it so that they could copy out parts of the Bible and keep records of what happened in the country. So it is very unlikely that any young Anglo-Saxon would have kept a diary. But what if they had? What would it say? What would it tell us? We can only imagine. Here is the kind of thing an Anglo-Saxon slave boy might have written about in a diary. His name is Toland, and he is eight years old.
9th October, 867 A.D.</td>
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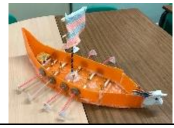
<td>Quality Outcome
(writing / art / production / presentation / assembly etc...)</td>
<td>Write a letter in the role of a Viking warrior to a Viking king explaining what part of Britain they have chosen to invade and giving reasons why.

Famous Viking raids
789 The Isle of Portland in Wessex (southern England).
793 The monastery at Lindisfarne, Northumbria (northeast England).
795 Rathlin Island (off Antrim, Ireland) followed by the Irish kingdoms of Brega (798) and Connacht (807).
834-837 The Dutch town of Dorestad is destroyed four times.
852 First attack on Wales – the island of Anglesey is hit in 903 and 918.</td>
<td>Diary Entry in the role of a Viking Warrior.</td>
<td>
Build a ship (sticks potentially?)
Make a paddle boat?
  </td>
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 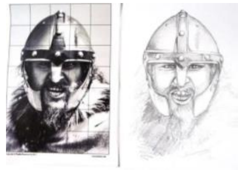 </td>
<td>Create a podcast/drama performance</td>
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