

<p>Year Group: 4 Name of project: Were the Vikings that vicious? Term: Spring 1 This term our learning is going to be History led.</p>	<p>Summary of current hook: The children will be introduced to the new topic during the first week which will continue their journey through history following on from their learning about the Anglo-Saxons last half term.</p>	<p>Summary of current celebration: Creation of a leaflet to showcase their learning about the Vikings. Play in a Day session – Anglo-Saxons vs Vikings.</p>
<p>Learning Journey – Were the Vikings really that vicious?</p> <p>History</p> <ul style="list-style-type: none"> • Who were the Vikings? • What happened between the Anglo Saxons and the Vikings? • How did Vikings fight? • Where did the Vikings explore? • (Play in a day) • What was life like in Viking Britain? 		<p>RSE The RSE unit this half term is called “Keeping Myself Safe “ in which we will cover the concepts of online and physical safety, safe choices and identifying unsafe scenarios.</p> <p>E-Safety The message of teaching children how to stay safe online will continue to be promoted through ICT lessons.</p> <p>Outdoor Learning – We will undertake outdoor learning linked to our topic for this half term.</p>
<p>What are the current curriculum links to maths and English?</p> <ul style="list-style-type: none"> • Inference – Artifact discovery. • Creating leaflet. • Discovery – Research and recording information. • Understanding number chronology. 		<p>Key dates/ Information:</p> <ul style="list-style-type: none"> - PE days will be Thursdays and Fridays. - Weekly library sessions will be on a Wednesday. - Play in a Day (outside visitor in school working with Year 4) – Monday 31/01
<p><u>Independence</u> The children will be provided with the relevant tools and learning environments to ensure they are ready for learning.</p> <p>Children will be given the opportunity to make their own decisions when presenting their knowledge and understanding.</p> <p>Children will be encouraged to set their own goals and targets by responding to feedback, peer and self-assessment.</p> <p>Children will know the importance of listening to and using guidance from others</p> <p>Children will start to understand that approaches to learning may differ.</p>	<p><u>Never Giving Up</u> The children can draw from previous experiences to support their learning.</p> <p>The children will be able to use a range of ways to help themselves with their learning by using the appropriate resources and scaffolds provided.</p> <p>All tasks will be carried through to the end to ensure success.</p> <p>The children will recognise that it is okay to make mistakes.</p> <p>Children can view constructive feedback as a positive challenge and use it to make progress</p>	<p><u>Teamwork</u> Children listen to others and respect and include of each group member and their ideas</p> <p>Children understand what a group is and how to be part of a team.</p> <p>Children can communicate ideas to others and recognise each team member is required to make a positive contribution</p> <p>Children can work with a team to achieve a common goal</p>
<p><u>Growth Mindset</u> Children are encouraged to approach difficult learning with self-belief.</p> <p>Children will be able to use models in lessons and inspiration in the success of others.</p> <p>Children will start to make links between their new learning and what they already know.</p> <p>Children will know and understand how to improve their knowledge through new challenges.</p>	<p><u>Innovators</u> Children can use their imagination and make free choices and resources in a variety of situations.</p> <p>Children can present their learning in a different way from other people.</p> <p>Children feel confident exploring an idea which may not have a right or wrong answer in the end.</p> <p>Children will always be encouraged to be confident enough to have a go!</p> <p>Children will start to understand that ideas can be expressed and there could be more than one idea.</p>	<p><u>Evaluators</u> Children can identify at least one thing which has gone well in their learning</p> <p>Children will recognise and say how they feel about their learning, making an assessment about how the task is going.</p> <p>Children will be confident enough to make a constructive comment about others’ work.</p> <p>Children will be able to say what would help them to do the task better next time</p> <p>Children will use reflection time wisely and understand this could inform future learning.</p>