

# Year 4 Autumn

## The Vikings



### P.E.

- I can explain why warming up is important
- I can explain why keeping fit is good for my health
- I can monitor my heart rate before and after exercise
- I can suggest cardio exercises to incorporate into a circuit
- I can swim competently, confidently and proficiently over a distance of at least 25 metres
- I can use a range of strokes effectively
- I can perform safe self-rescue in different water-based situations

### PSHE

- I can help the people keeping me safe and healthy by letting them know of any problems.
- I understand that people sometimes behave differently online and may pretend to be someone they're not.
- I can recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.
- I know the characteristics of a healthy family life.
- I understand how to respect the differences of other children's families.
- I understand that happy families are important for children's security as they grow up.

### Science

- I can compare and group materials based on their state of matter (solid, liquid, gas).
- I can describe how some materials can change state.
- I can observe that some materials change state when heated or cooled.
- I can measure the temperature at which materials of change state, in degrees.
- I can describe the water cycle.
- I can explain the part played by evaporation and condensation in the water cycle.

### History

- I can create a timeline to show where in history the Vikings are positioned in relation to other topics we have learnt about.
- I can explain when and where the Vikings came from and why they invaded Britain.
- I can use a range of historical sources to understand about the beliefs and weapons of the Viking warriors.
- I can research the life of Alfred the Great and understand the significance of his resistance to the Viking invasion.
- I can explain who King Ethelred II was and why he brought in Danegeld.
- I can appreciate how historical artefacts have helped us understand more key aspects of Viking life.
- I can explain and understand the significance of Edward the Confessor and his death in 1066.

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## Computing

- I understand how children can protect themselves from online identity theft.
- I understand that information put online leaves a digital footprint or trail and that this can aid identity theft.
- I understand that copying the work of others and presenting it as my own is called 'plagiarism' and to consider the consequences of plagiarism.
- I can identify appropriate behaviour when participating or contributing to collaborative online projects for learning.
- I can select an appropriate website from search results and begin to consider if the content is reliable
- I understand the importance of balancing game and screen time with other parts of my life.

## Modern Foreign Languages

- I can name and describe people.
- I can name and describe a place.
- I can name and describe an object.
- I can have a short conversation saying 3-4 things.
- I can use a bilingual dictionary or glossary to look up new words.

## Music

- I can sing songs from memory with accurate pitch.
- I can use notation to record and interpret sequences of pitches.
- I can begin to identify the style of different musical periods.

## D.T

- I can evaluate and suggest improvements for my designs.
- I can evaluate products for both their purpose and appearance.
- I can persevere and adapt my work when original ideas do not work.
- To investigate how to make structures more stable e.g by widening the base.

## RE

- I can start to show an understanding of why people think it is difficult to be happy all the time.
- I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.
- I can begin to show an understanding of what being happy means to Buddhists.