



CLASS 3/4

Mr Thomas

Topics

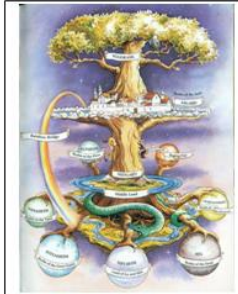
- Autumn 1: Friends, Foes and Ferrous Metals
- Autumn 2: Prehistory Matters
- Spring 1: Yucatan Ho! Bubbles and Ball Games
- Spring 2: Save the Rainforests
- Summer 1: Local Roots
- Summer 2: Land of the Rising Sun





Knowledge Organisers

Friends, Foes and Ferrous Metals: Vikings and Magnets

Significant individuals	
Alfred the Great	Ruled 871 to 899 Alfred was one of the greatest Anglo-Saxon kings. After years of fighting, Alfred made peace with the Vikings. They agreed to divide up the country - the Vikings took an area in the north and Alfred controlled the south.
Edward the Elder	Ruled 899 to 924 Edward proved he was a fearless, soldier and strong leader. With the help of his sister, Aethelflæd , he defeated the Vikings to conquer lands in the southeast and Midlands of England.
Ethelred the Unready	Ruled 978 to 1013 and 1014 to 1016 Ethelred wasn't a very successful king, because he was often given bad advice. There were many clashes with the Danes during his reign. He was forced into exile in Normandy, when an invading Danish army took control of England.
Odin, Thor, Loki, Frey	Viking Gods, and important characters in the Norse Saga.



Key Vocabulary	Definition
Anglo-Saxons	The group of people who came to Britain after the Roman period. They lived at the same time as the Vikings and often fought with them, but also shared many customs, traditions and beliefs.
artifact	A historical object that can tell us something about the time period it comes from.
Sagas	The main of the Viking gods.
invade	To enter somewhere (e.g. a country or region) by force.
legend	A story whose origins are uncertain, often about the history of a group of people.
longboat/long ship	A type of small vessel made by the Vikings.
monastery	A place where monks live.
myth	A story that explains or links to religious belief (e.g. a story about a god, or the origin of the world).
saga	An attack on someone, usually with the intention of stealing.
ship	An Old Norse story, usually featuring gods and heroes, like a myth or legend.
Scandinavia	A group of countries in northern Europe, usually said to include Norway, Sweden, Denmark and Finland.
settle	To become established somewhere and live there; to build houses, villages and towns.
source	An object, document, story etc. that can tell us something about a historical period or event.
Vallhall	The place in the Viking stories for people who died in combat.
Viking	One of the Scandinavian or other Northern European raiding seafarers that sailed land from Iceland (the British Isles and other parts of Europe in the 8th to the 11th centuries and, according to many historians, were the first Europeans to reach North America.

Viking longboat/longship	Viking weapons
	
Useful links	
https://www.bbc.co.uk/history/ancient/vikings/ https://www.britannica.com/place/viking-ship https://www.northshores.com.au/viking-history https://www.viking-ship.com/ https://www.viking-ship.com/ https://www.viking-ship.com/	

Key Questions
<ul style="list-style-type: none"> Who were the Vikings, and where did they come from? When did the Vikings live? What were their beliefs and cultural practices? What was life like in the Viking period? What evidence have we got from the Viking period? What influence did the Viking period have Britain today?

What we should know
<ul style="list-style-type: none"> That magnets can be used to pick up some metal objects. That not all objects and materials behave the same way.

What we will know by the end of the unit
<ul style="list-style-type: none"> compare how things move on different surfaces. notice that some forces need contact between two objects, but magnetic forces can act at a distance. observe how magnets attract or repel each other and attract some materials and not others. compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. describe magnets as having two poles. predict whether two magnets will attract or repel each other, depending on which poles are facing.

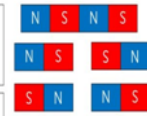
What we will know
<ul style="list-style-type: none"> Where and why the Vikings What their religion The names of Viking gods Some examples Who Alfred is Some details

Investigate
<ul style="list-style-type: none"> Explore all the different ways forces can act on a variety of everyday objects. Classify each action as either a push, a pull or both. Conduct a fair test to compare the movement of vehicles on different surfaces. Explore magnetism and generate scientific questions that can be investigated. Plan and carry out a fair test. Record results and use them to draw conclusions and solve further questions. Methodically test, classify and sort different items/ materials according to which are magnetic or investigate which coins are magnet and why. Explore how magnets behave towards one another and form theories to try to explain findings by either investigating magnetic marbles, bars and wands, investigating a question using secondary sources, or investigating floating compass magnets or ring magnets. Learn that magnets have 2 poles and that same poles repel whilst opposite poles attract. Work in a group to devise and create an educational toy or game that works using magnetism. Consider what each toy or game will teach children about magnetism and other things.


Science- Magnets

Key Questions
<ul style="list-style-type: none"> Are magnets found in nature? Are all metals magnetic? How do you make a strong magnet? What's a magnetic field? What causes the Earth's magnetic field? Do all planets have one?


If you put a north pole side with a south pole side they will pull towards each other, however if you put two north and two south sides together, they will push away from each other.



A compass has a tiny magnet in it that makes it turn to help explorers find their way.




The "N" stands for North pole
And the "S" stands for South pole.



North pole South pole


The force of magnets pulls metal towards them.




Key vocabulary	Definition
force	A push, pull, twist or turn caused when two objects interact with each other.
magnet	An object or device that attracts iron or another magnetic material.
contact	Touching.
non-contact	Not touching.
attract	Pull towards.
repel	Push away.
magnetic	Attracted to a magnet.
non-magnetic	Not attracted to a magnet.
iron	A metal that can be made into a magnet.
pole	The area of a magnet where the magnetic force is strongest.
magnetic north	The direction of the earth's magnetic pole.
compass	A device that aids navigation by pointing to the Earth's poles.
prediction	What you think will happen in a scientific test.

Examples of magnetic materials:

Metals like




nickel knife cobalt coin steel spoon iron nail




steel paperclip

Examples of non-magnetic materials:



paper glass plastic rubber



Maths

- Maths is taught using a scheme published by White Rose Maths Hub, which incorporates fluency , reasoning and problem solving
- All of our maths lessons include All, Try and Aspire challenges.
- All-Fluency, knowing the basic skills and recalling facts quickly.
- Try-Using and applying the fluency skills in a different context.
- Aspire-challenging what you know using problem solving and investigations.
- Reason and explain. Key Phrases- How do you know? Prove it!
- Pictorial representations
- Concrete resources



English

- Spoken language – show and tell
- Spelling rules and patterns
- Handwriting – discrete session once a week, general focus on presentation
- Focusing on a range of texts types to become familiar with story patterns and language.
- Editing, improving and publishing – green pen
- Grammar and punctuation taught daily
- Fast Feedback marking



Reading Expectations

- At school: every day
- At home: four times a week with an adult, recorded in Reading Record.
- Discuss

Other information

- PE will be on Tuesday morning
- Swimming is on Wednesday (Year 4 only)
- Enrichment-Friday afternoon
- Bump letters
- Clubs:

Monday- Football Y3 / Computing Y4

Tuesday- Art and Craft Y4 / Football Y4

Wednesday- Construction Y3 / Street dance Y4

Thursday- Gymnastics Y3 / Spanish Y4

Friday- Choir Y3 and 4



Awards, Rewards and Consequences

- Achievement Assemblies
- Dojo Points
- Good to be Green
- Enrichment
- Red Room



Class Dojo

Please use Class Dojo to send any informal messages. If it is urgent or you need to report an absence, please phone the school office.



Homework and Expectations

*Class 3/4 Homework
Autumn 1
Friends, Foes and Ferrous Metals*

Please find below the homework expectations for this half term. All children are expected to complete the non-negotiable, weekly tasks. They are also expected to choose a minimum of three tasks to complete and document throughout the half term. Each task is closely linked to the work that we are doing in class and is due in **Week beginning 7th October 2019**

Non- negotiable Weekly Tasks			
Read with an adult four times a week	Complete the weekly 10-minute workouts in your homework books	Spellings	Times tables
Choose a minimum of 3 homework tasks to complete and hand in Week Beginning 7- October 2019			
Design and make one of the following: - A Viking shield - A model of a longboat - A model of a longhouse	Write a secret message in runes. Try to make it sound like something from the Viking period!	Find out about Viking place names and what they mean. Show the location of some places with Viking names on a map.	Find objects around your house that use magnets. Draw a diagram or take a picture, and write a short explanation.
Draw, paint or collage a Viking scene. It could be a something from a saga, a raid, a longboat at sea, or a Viking village, for example	Write a diary entry for either Viking or an Anglo Saxon villager or monk describing a Viking raid.	Create a map of Britain showing the Anglo-Saxon kingdoms and how they changed when the Vikings invaded.	Find examples of forces in action around your house. Draw diagrams to explain what is happening in each case.

The children will have the opportunity to present their work to the rest of the class during the final week of term. Please feel free to include any other achievements or activities in the homework book.



SATs



Our Core Christian Values

- *Perseverance*
- *Friendship*
- *Truthfulness*
- *Compassion*
- *Respect*
- *Forgiveness*



QUESTIONS

