


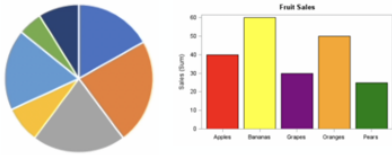


Derry Hill C of E Primary School

Year 4: Term 6: Summer 2026

National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p>History</p>  <p>Vikings</p>	<p>Conquer Danelaw Danes Dragonship Invade Knarr Longhouse Norse Norsemen Raid Runes Scandinavia Settlement Valhalla Viking</p>	<p>Key Skills: To evaluate the impact of the Viking and Anglo-Saxon struggle for the Kingdom of England.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	<p>Lesson 1: Who were the Vikings? Focus: Introduction to the Vikings, their origins in Scandinavia, and their culture.</p> <p>Lesson 2: Viking Raids and Settlements Focus: Understanding the Viking raids, their motivations, and the impact on other cultures.</p> <p>Lesson 3: Viking Gods and Beliefs Focus: Exploring the Viking pantheon of gods and their beliefs about life after death.</p> <p>Lesson 4: Viking Longships Focus: Learning about the construction and design of Viking longships.</p> <p>Lesson 5: Viking Trade Routes Focus: Understanding the Viking trade routes and their impact on Europe.</p> <p>Lesson 6: The Legacy of the Vikings Focus: Exploring the lasting impact of the Vikings on Europe and Britain.</p>
<p>D&T</p> 	<p>Engineering Physics Elastic Energy Projectile Motion</p>	<p>Key knowledge and skills: Generate, develop, model and communicate their ideas through: discussion, annotated sketches, pattern pieces, prototypes and computer -aided design. Describe how the product is fit for purpose. Indicate the design features of their</p>	<p>Design, build and evaluate a working catapult. Use household materials the children will have a given task and objective to complete. All catapults will need to achieve minimum height and distance of a projectile</p>

<p>Cams, levers, pulleys – create a contraption to get over the Frost Giant’s Ice wall</p>		<p>product that will appeal to the intended user. Explain how particular parts of their product will function. Generate realistic ideas focusing on needs of user Communicate ideas through discussion and sketches.</p>	
<p>Science</p>  <p>Sound</p>	<p>Vibration Medium Source Energy Materials Reflect Volume Decibels Pitch Instruments Particles Sound source</p>	<p>Key knowledge and skills: I can identify how sounds are made, associating some of them with something vibrating I can recognise that vibrations from sounds travel through a medium to the ear I can find patterns between the pitch of a sound and features of the object that produced it I can find patterns between the volume of a sound and the strength of the vibrations that produced it I can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Lesson 1 L:I Identify how sound is made Lesson 2 L:I Explore how vibrations from sounds travel through a medium to the ear Lesson 3 L:I Explore sound insulation Lesson 4 L:I Explore volume Lesson 5 L:I Explore pitch Lesson 6 L:I Explore sounds</p>
<p>Computing</p> <p>Data Handling</p>	<p>spreadsheet Excel cell resize fill colour border align</p>	<p>Key Knowledge: I can change the size of cells on a spreadsheet. I can change the colour of cells on a spreadsheet. I can identify cells using their letter and number.</p>	<p>Lessons 1 and 2 <u>LI: Change size of cells on a spreadsheet, add colour and borders and identify cells using their letter and number.</u> We will use the Numbers app on the iPad to create a Battleships game. We will then use Excel on the</p>



data
collect
analyse
present
evaluate
bar chart
pie chart
line graph

I can add headings and enter data accurately.

Key Skills:

I can sort data to help me evaluate information.

I can pick out relevant data from a website and enter this accurately on a spreadsheet.

I can create charts from my data using software.

computers to create and write instructions for our own Pixel art.

Lesson 3

LI: find and add data to a spreadsheet about mini beasts.

We will set up a simple spreadsheet to compare habitats where minibeasts live and then complete the data by researching on the Mini Beasts website. Once we have sufficient data for our topic, we will convert this into a pie chart.

Lessons 4 and 5

LI: research data relating to height, hand span and shoe size and select the best charts to evaluate this. Sort information using Excel software.

We will take measurements within our class to create a data set and enter this on a spreadsheet. We will sort data by different fields to help evaluate this before experimenting with different charts to decide which is the best to show our evaluations and why.

PE



Agility (ball chasing)
Static balance (stance)
Competitive games

Describe
Explain
Stable
Force
Receiving

Key knowledge and skills:

Develop and apply control and balance in different ways.

Learn how to use skills in different ways and to link them to make actions and sequences of movement.

Enjoy communicating, collaborating and competing with each other.


Compare their performance with previous ones and demonstrate improvement to achieve their personal best.


Moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints.

Changes to the body during and after exercise include increased heart rate - it beats faster as we work harder.

During and after exercise our heart rate increases, as our heart works harder to pump blood (and the oxygen in it) to our muscles.

During exercise our body temperature rises, resulting in sweating, which helps to regulate our body temperature.

			<p>Warming up also helps us to prepare mentally for the activity to follow, for example, by helping us focus.</p> <p>Taking our pulse before and after exercise helps us to see how hard we are working.</p> <p>Warming up helps prevent injuries by gradually raising our body temperature and gradually warming up our muscles.</p> <p>Basic fitness includes strength, stamina (aerobic/anaerobic), speed and flexibility.</p>
<p style="text-align: center;">RE</p>  <p style="text-align: center;">What was the impact of Pentecost?</p>	<p>Christians Pentecost Beliefs Holy Spirit Kingdom of God</p>	<p>Key Knowledge</p> <p>I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. I can offer suggestions about what the description of Pentecost in Acts 2 might mean. I can give examples of what Pentecost means to some Christians now.</p> <p>Understanding Impact I can make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Key Skills:</p> <p>I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas I can make simple links between the description of the Day of Pentecost in</p>	<p>Lesson 1</p> <p>L:I</p> <p>I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Lesson 2</p> <p>L:I</p> <p>I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Lesson 3</p> <p>L:I</p> <p>I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Lesson 4</p> <p>L:I</p> <p>I can make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Lesson 5</p>

		<p>Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p>	<p>L:I I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas</p> <p>Lesson 6 L:I Assessment piece</p>
<p style="text-align: center;">Music</p> <p style="text-align: center;">The Vikings: Focus on Rhythm and Notation</p> 	<p>chant rhythm notation: minim, crotchet, quaver duration rest rhythmic pattern layering beat tempo: accelerando, decelerando in time</p>	<p>Skills and Knowledge: I can follow a conductor to keep in time with a beat that gets faster or slower. I can learn and sing a song in unison, with a rhythmic accompaniment. I can recognise and follow rhythmic notation for crotchets, minims and quavers. I know what a rest looks like in notation. I can follow rhythmic notation to play simple rhythmic patterns. I can layer patterns into a sequence and record them accurately in notation. I can create a Viking chant with a rhythmic accompaniment and perform this. I can describe the story behind the music: 'In the Hall of the Mountain King' and play along with this on glockenspiels, following notation.</p>	<p><u>Lesson 1: I can learn and sing a song in unison.</u> We will start to explore tempo in Music in a Viking rowing exercise, speeding up and slowing down according to the beat. We will then incorporate the rowing action into our song: 'Viking Song'.</p> <p><u>Lessons 2 and 3: I can recognise and use rhythmic notation to play rhythmic patterns and layer them.</u> We will learn the basic notation for minims, crotchets and quavers using viking words and then play these on instruments. We will combine different note lengths to make different rhythmic patterns and layer these to create sequences.</p> <p><u>Lesson 4: I can create a Viking chant with a rhythmic accompaniment.</u> We will work with a set of lyrics to create and perform Viking chants. We will choose an appropriate tempo and chant the words clearly to a beat before adding a rhythmic pattern to accompany this.</p> <p><u>Lesson 5 and 6: I can respond to 'In the Hall of the Mountain King' by telling the story behind the music and learn to play along with the theme.</u> We will listen to 'In the Hall of the Mountain King' from 'Peer Gynt' by Grieg and use the music to create stories in</p>

			pictures. We will learn to play a simplified version of the main theme on the glockenspiels to accompany the piece.
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