

VICIOUS VIKINGS!

English

Focus texts: FLOTSAM

Writing Outcomes: Create a narrative exploring character's feelings and motives, create a newspaper article, instruction

writing

Grammar: noun phrases, fronted adverbials, paragraphs, commas and apostrophes for possession, tenses

Guided reading:

Using the reading VIPERS to focus on the skills of: vocabulary, inference, prediction, explaining, retrieval and summarising.

We will also be focusing on a weekly spelling rule and neat, joined handwriting.



**At school,
we will**

Read as much as possible with your child and encourage them to discuss what they have read.

For example: Why do you think the boy was lonely? How do you know he was lonely? This will help to develop their understanding of the text on a deeper level.

Ask your child to practice their weekly spellings both orally and in a written form. The children will be tested on application of these spellings across different pieces of writing, as well as in their weekly text.

Wherever possible please practise handwriting with your child to develop a neat, cursive style of writing.



Find Reading Vipers sentence stems here:

[https://](https://www.literacyshedplus.com/eng-
gb/resource/reading-vipers-
question-stems-ks2)

[www.literacyshedplus.com/eng-
gb/resource/reading-vipers-
question-stems-ks2](https://www.literacyshedplus.com/eng-
gb/resource/reading-vipers-
question-stems-ks2)

Useful websites:

[https://www.topmarks.co.uk/english-
games/7-11-years/spelling-and-grammar](https://www.topmarks.co.uk/english-
games/7-11-years/spelling-and-grammar)

[http://www.collinsdictionary.com/english-
thesaurus](http://www.collinsdictionary.com/english-
thesaurus)

<http://www.bbc.co.uk/bitesize/ks2/english/>

**This could
help:**

Mathematics

This term we will be working on:

Fractions

Decimals

Reasoning and problem solving

Written multiplication and division

Geometry—position and direction

We will also continue with our weekly Assertive Mentoring Lessons, which visit all Year 4 mathematical skills including: Place

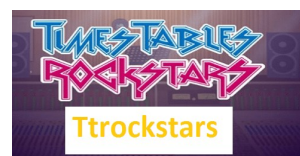


Encourage your child to practise multiplication and division facts with increased speed.

Get your child adding, subtracting, multiplying and dividing as much as possible! For instance, ask them to calculate a total or change in a shop or divide treats up after dinner.

The more you can encourage your child to use mental calculation strategies, the quicker he/she will progress so keep firing real life mathematical problems their way!

Log onto **TTRockstars** regularly across the week.



Visit the **Topmarks** website:
www.topmarks.co.uk

Visit our **school website**:
[www.sjv.coventry.sch.uk/interactive-maths-
games](http://www.sjv.coventry.sch.uk/interactive-maths-
games)

Religious Education

Easter

In this unit the children will be introduced to accounts of the Resurrection appearances of Christ in the four Gospels. They will learn about the different reactions of people to the news that Christ was alive.

In this unit the children will study the story of the Ascension and will learn about Christian belief in the presence of Christ in the world today

Curious: exploring God's creation and asking questions to find out more. Everything around us was created by God. Being curious about these things – from tiny insects to enormous planets, from the languages of the Earth to the patterns made by numbers – brings us closer to God

Active: working to make things better where we can. As we use our curiosity to explore, we find things that could be better: a friend is unhappy; a neighbour is lonely; there is litter in the playground; the whiteboard needs wiping. Some of these problems we can fix. By being active we take responsibility for these tasks and look after God's creation

Set aside a special time of day to pray together as a family.

Attend a virtual mass as a family.

Think about ways in which you can contribute to the community and Parish life as a family.

At school, we will learn:



At home, you can help by:

This could help:

Science

Sound

The children will learn how sounds are made, associating some of them with something vibrating. They will recognise that vibrations from sounds travel through a medium to the ear and sound will get fainter as the distance from the source is increased. The children will find patterns between the pitch of a sound and features of the object that produced it and find patterns between the pitch of a sound and features of the object that produced it.



Investigate how sounds are made in your home.

Investigate sounds different materials make.

Create your own musical instrument.



[Sound and vibration - KS2 Science - BBC Bitesize](#)

[What Is Sound | Sound Waves For Kids | DK Find Out](#)

[How Is Sound Made For Kids | Sound Wave Facts | DK Find Out](#)

Humanities

Vicious Vikings

We will be answering the following questions:

Who were the Vikings and why did they raid Britain?

What do we know about Viking life?

Who was the most successful Viking leader?

How and where did the Vikings settle in Britain?

What can you find out about how life in Britain changed from the Vikings to Edward the Confessor?

Can you find out how the Vikings dressed?

Can you draw/ build a Viking longboat?



Some Useful Links:

[Vikings - KS2 History - BBC Bitesize](#)

[Vikings Fun Facts | Viking Facts for Kids | DK Find Out](#)

[Vikings: Facts & Information for Kids - History for Kids](#)

[Who were the Vikings? \(primaryhomeworkhelp.co.uk\)](#)

At school, we will learn:

At home, you can help by:



This could help:

Arts

Artist Focus – Oseberg Textiles

Viking Ship

To use the cross stitch method!

Create, make, evaluate!

I can use early textile and sewing skills as part of a project.



Research the Oseberg Ship. Look at the sketch of the collection of textiles tools that were found:

What could they have been used for?

Look at the photographs on the above website of the different materials. Can you sketch your own.

The Oseberg ship is a well-preserved Viking ship discovered in a large burial mound in Norway. On the ship, remnants of textiles were found. They were bold in colour, and featured various shapes.

<http://forest.gen.nz/Medieval/articles/Oseberg/textiles/TEXTILE.HTM>