

## History

### Anglo-Saxons and Vikings

#### National Curriculum Links

#### **Pupils should be taught about:**

Britain's settlement by the Anglo-Saxons and Scots.

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

A local history study (Lindisfarne).

#### Learning Outcomes

Children will:

- Become more secure with BC and AD as key historical periods (Anglo-Saxon and Vikings) and place events within this period on a timeline.
- Make comparisons between areas of history and make comparisons between them, such as a comparison between the Anglo-Saxon pre-Christian pantheon and those gods worshipped by the Vikings.
- Learn when the Romans left Britain and ask 'why' questions to develop their understanding of the cause of Rome being under attack and the effect of the withdrawal of her armies, and how this led directly to Britain's settlement by the Anglo-Saxons and Scots.
- Apply their understanding of events to offer an explanation for why the period is referred to as the Dark Ages.
- Learn about the seven Anglo-Saxon kingdoms and synthesise information from primary and secondary sources to explain what ordinary life was like for ordinary Anglo-Saxons during this period.
- Use primary sources to understand the effect the first Viking raid on the island of Lindisfarne in 793 had on the Anglo-Saxons and the subsequent peace treaty which ceded control of the North East of England to the Vikings.
- Learn about the reign of Alfred the Great and his many achievements - including the legends surrounding him - as well as the events which led to England becoming a unified country under a single king, Athelstan in 924 and the reign of Edward the Confessor from 1042 - 1066.

## Topic-Based English

### Myths and Legends (Beowulf), Newspaper Reports (Viking Sagas), and Letter Writing

#### Recover Year 2 and Year 3 SPaG Objectives

#### National Curriculum Links

#### **Pupils should be taught to:**

Develop positive attitudes to reading and an understanding of what they read by listening to and discussing a range of texts.

Discuss the words that capture the reader's interest and imagination.

Ask questions to improve their understanding of a text.

Identify main ideas drawn from more than one paragraph and summarise them.

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Assess the effectiveness of their own and others' writing and suggest improvements.

Proof read for spelling and punctuation errors.

Use a wide range of conjunctions to extend sentences.

Place the possessive apostrophe accurately.

Choose nouns / pronouns appropriately for clarity and cohesion, avoiding repetition.

Use the first two or three letters of a word to check its spelling in a dictionary.

Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Increase the legibility, consistency and quality of their handwriting.

Use the diagonal and horizontal strokes that are needed to join letters.

Preparing play scripts to read aloud and to perform, showing understanding

## Art

### Viking Longships

#### National Curriculum Links

#### **Pupils should be taught to:**

Create sketch books to record their observations and use them to review and revisit ideas.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

About great artists, architects and designers in history.

#### Learning Outcomes

Through designing and making Viking longships with clay, and choosing realistic colours with which to paint them, children will:

- Plan and sketch initial designs, labelling the parts of their ship and understanding the purpose of each (e.g. oars and sails, keel etc.).
- Develop ideas for how to construct their ship from visual information of real Viking longships.

## *Time Travellers: Anglo-Saxons and Vikings*

## Modern Foreign Languages

### French: Days of the Week, Colours, Age and Name

#### National Curriculum Links

#### **Pupils should be taught to:**

Listen attentively to spoken language and show understanding by joining in and responding.

Engage in conversations, ask and answer questions.

Speak in sentences using familiar vocabulary.

Read carefully and show understanding of words, phrases and simple writing.

#### Learning Outcomes

Children will be able to:

- Identify and respond in French naming the days of the week and main colours.
- Give their name in a spoken sentence ("I am called...") as well as being able to give their age ("I am ... years old).

## Topic –Based English Continued

Discuss and record ideas

Compose and rehearse sentences orally.

Organise paragraphs around a theme.

In non-narrative material, use simple organisational devices.

Extend the range of sentences with more than one clause using a wider range of conjunctions.

Use conjunctions, adverbs and prepositions to express time and clause.

Use fronted adverbials.

Use commas after fronted adverbials.

Use and punctuate direct speech.

## Science

### Forces and Magnets

#### National Curriculum Links

#### **Pupils should be taught to:**

Compare how things move on different surfaces.

Notice that some forces need contact between 2 objects, but that 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 2 poles.

Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

#### Learning Outcomes

Children will be able to:

- Explain what forces are and know that some forces need contact between two objects.
- Identify pushes and pulls and explain the forces in action.
- Know that forces can be measured in newtons using a force meter.
- Set up and conduct an experiment to discover how objects move on different surfaces, drawing conclusions from their observations.
- Explain that there are forces which act between magnets that don't need contact between two objects and will record their observations and make generalisations about what happens when magnets are put together.
- Make and test predictions about whether materials are magnetic or not and group objects on the basis of whether or not they are magnetic.
- Identify some uses for magnets.

## Computing

### Stop Motion: Anglo-Saxon / Viking Animations

#### National Curriculum Links

#### **Pupils should be taught to:**

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

#### Learning Outcomes

Children will be able to:

- Explain that animations are created by displaying images rapidly one after the other.
- Plan a short animation based on a Viking saga or Anglo-Saxon myth or legend, using either stop-motion or traditional drawn animation.
- Prepare images or 3D objects, either digitally or using traditional methods, before converting to a digital format, for their animation.
- Use their images/objects alongside animation software to create an animation.

## Maths (Yr3)

### National Curriculum Links

#### **MULTIPLICATION AND DIVISION FACTS**

##### **Pupils should be taught to:**

2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.

2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Write and calculate mathematical statements for multiplication and division, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.

#### **MONEY**

##### **Pupils should be taught to:**

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving addition and subtraction of money.

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

#### **STATISTICS**

##### **Pupils should be taught to:**

Interpret and present data using bar charts, pictograms and tables.

Answer one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

#### **LENGTH AND PERIMETER**

##### **Pupils should be taught to:**

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Measure the perimeter of simple 2D shapes.

#### **FRACTIONS**

##### **Pupils should be taught to:**

Count up and down in tenths.

Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

Solve problems that involve all of the above.



## Maths (Yr4)

### National Curriculum Links

#### **MULTIPLICATION AND DIVISION FACTS**

##### **Pupils should be taught to:**

3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division. 3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. • 3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).

Recall and use multiplication and division facts for multiplication tables up to 12x12.

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

#### **AREA**

##### **Pupils should be taught to:**

Find the area of rectilinear shapes by counting squares.

#### **FRACTIONS**

##### **Pupils should be taught to:**

3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • 3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency).

3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • 3F-3 Reason about the location of any fraction within 1 in the linear number system. • 3F-4 Add and subtract fractions with the same denominator, within 1.

Recognise and show, using diagrams, families of common equivalent fractions.

Count up and down in hundredths.

Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Add and subtract fractions with the same denominator.

#### **DECIMALS**

##### **Pupils should be taught to:**

Recognise and write decimal equivalents of any number of tenths or hundredths.

Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

Solve simple measure and money problems involving fractions and decimals to two decimal places.

## Religious Education (Discovery RE Syllabus)

### Year 4 (Chestnut and Maple) – Judaism

#### Learning Outcomes

Children will be able to:

- Explore whether religious people live better lives.
- Understand how celebrating Passover and keeping Kashrut helps Jews show God they value their special relationship with him.
- Understand different ways that Jews show their commitment to God.
- Compare the practices of Jews in order to explore which shows the most commitment.

**P4C Enquiry: How important is it for Jewish people to do what God asks them to do?**

### Year 3 (Willow) – Christianity

#### Learning Outcomes

Children will be able to:

- Retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.
- Recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.

**P4C Enquiry: Could Jesus heal people?**

## PSHE

### Relationships: Healthy Relationships, Feeling and Emotions, and Valuing Differences

#### National Curriculum Links (Jigsaw)

##### **Pupils should be taught:**

To recognise a wider range of feelings in others.

About responding to how others are feeling.

About what makes a positive, healthy relationship, including friendships.

How to maintain good friendships.

How actions can affect ourselves and others.

About the concept of keeping something confidential or secret.

About when they should or should not agree to keeping a secret.

How to listen and respond respectfully to a wide range of people.

About sharing their points of view.

About solving disputes and conflict amongst themselves and their peers.

About what is meant by 'stereotypes'.

About the importance of keeping personal boundaries and the right to privacy.

## Mastering English

Creating information / fact cards for classroom-based exhibition of Anglo-Saxon and Viking artefacts (History).

Designing and describing a new Viking God, Viking Goddess or mythical creature.

Writing own Anglo-Saxon riddles

## Thrive

#### Learning Outcomes

Children will be able to:

- Recognise core emotions and their causes.
- Develop strategies to help them deal with emotions.

## Mastering Maths

Creating scaled drawings of Viking Longship designs (DT)

Through investigative work, compare the effect of friction across different surfaces (Science)

Generate a timeline of key events from the Anglo-Saxon and Viking period (History).

## **Physical Education**

**Swimming & Team Games with NUF (Spring 1 & 2)**

**National Curriculum Links:**

**Pupils should be taught to:**

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games and apply basic principles suitable for attacking and defending.

Swim competently, confidently and proficiently over a distance of at least 25 metres.

Use a range of strokes effectively.

Perform safe self-rescue in different water-based situations.

## **Music**

**Charanga: Dragon Song (Year 3) / Lean on Me (Year 4)**

**National Curriculum Links**

**Pupils should be taught to:**

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes

Listen with attention to detail and recall sounds

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

## **Outdoor Learning Opportunities**

Using the Viking long ship to re-enact periods of invasion and settlement.