



Subject	Learning
History	<p data-bbox="611 215 1369 241"><b>Vikings and Anglo Saxons struggle for the kingdom of England.</b></p> <p data-bbox="592 286 692 313"><b>History:</b></p> <p data-bbox="592 322 1007 349"><b>Investigate and Interpret the Past</b></p> <ul data-bbox="624 358 1476 846" style="list-style-type: none"> <li>● Children can use a range of evidence to ask and answer questions about the past.</li> <li>● Pupils can use and suggest suitable sources of evidence for historical enquiries.</li> <li>● Children can present different accounts of events, and discuss why they differ.</li> <li>● Children can explore the reasons for some of the events and changes in history.</li> <li>● Children begin to evaluate a source's usefulness.</li> <li>● Children begin to make connections between information provided in more than one source to build up a picture of a past event,</li> <li>● Sources of evidence:</li> <li>● Photographs, replicas of artefacts,, oral accounts, Bayeux Tapestry written accounts</li> </ul> <p data-bbox="592 891 863 918"><b>World History People</b></p> <ul data-bbox="624 927 1437 1097" style="list-style-type: none"> <li>● Who were the Anglo Saxons?</li> <li>● How did the Vikings live?</li> <li>● Who were the Vikings and where did they settle?</li> <li>● Children can describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.</li> </ul> <p data-bbox="592 1142 850 1169"><b>World History Places</b></p> <ul data-bbox="624 1178 1476 1276" style="list-style-type: none"> <li>● Viking invasion- Where was the invasion and why did the invasion take place?</li> <li>● Why did the Anglo Saxons invade and where did they settle?</li> </ul> <p data-bbox="592 1321 927 1348"><b>Understanding Chronology</b></p> <ul data-bbox="624 1357 1453 1671" style="list-style-type: none"> <li>● Children can confidently place events, artefacts and historical figures on a timeline using dates</li> <li>● Children can begin to understand the concept of change over time using evidence.</li> <li>● Children can confidently use dates and time periods to describe events.</li> <li>● Children locate historical periods on a timeline.</li> <li>● Children recognise some of the similarities and differences between periods</li> </ul> <p data-bbox="592 1715 786 1742"><b><u>Key Vocabulary</u></b></p> <p data-bbox="592 1751 1425 1883">ancient, civilisation, longboat, Scandinavia, thatched hut, king, Jorvik, Gods, invade, invasion, raids, legacy, second/first hand evidence, archaeologist, conquest, settlements, Augustine, pagan, monasteries, Lindisfarne, monks, Danelaw, Jorvik.</p>

<p>Geography</p>	<p><u>Geography:</u>  <b>The Vikings (Scandinavia and England)</b>  <b>Continent Focus: Europe - Scandinavia</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>To name and locate a number of Scandinavian capital cities</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>To understand what life is like for people in Scandinavia</li> <li>To compare the similarities and differences between the lives of people in Scandinavia, children's own life and the lives of people in other places studied.</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>To understand some of the key physical features of Scandinavia</li> <li>To compare the similarities and differences between Scandinavia's physical features, children's local area and other places studied</li> </ul> <p><b>Key Vocabulary</b>  glaciers, fjords, mountains, lakes, waterfalls</p>
<p>MFL</p>	<p><b>French</b></p> <ul style="list-style-type: none"> <li>Name in French the six key periods of Ancient Britain</li> <li>Say in French three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was</li> <li>Remember from memory French for 'I am' 'I have' and 'I live'</li> <li>Remember 10 common verbs/activities in French</li> <li>Write simple sentences using scaffolding</li> </ul>
<p>Art</p>	<p><b>Printing</b>  <b>Artist – Hokusai</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To experiment with different styles which artists have used.</li> <li>To explain art from other periods of history.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To print using at least four colours.</li> <li>To print onto different materials.</li> <li>To create an accurate print design.</li> </ul> <p><b>Key vocabulary</b>  Edo period, high art, landmark, original print, printmaker, tsunami, woodblock print.</p>
<p>RE</p>	<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>How do Sikhs put their beliefs about <u>equality</u> into practice?</li> </ul> <p><b>Key vocabulary</b>  Sikh, Kaur, langar, Patka, Gurdwara</p> <p>TRIP TO GURDWARA</p>

<p>Science</p>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>● Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>● Identify the different types of teeth in humans and their simple functions.</li> </ul> <p><u><b>Key Vocabulary</b></u></p> <p>mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, nutrients, absorb, canine, incisor, molar</p>
<p>Working Scientifically</p>	<ul style="list-style-type: none"> <li>● Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>● Setting up simple practical enquiries, comparative and fair tests.</li> <li>● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>● <b>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. (TAPS 'Review' – Teeth (eggs) in liquid)</b></li> <li>● <b>Identifying differences, similarities or changes related to simple scientific ideas and processes. (TAPS 'Review' – Teeth (eggs) in liquid)</b></li> <li>● <b>Using straightforward scientific evidence to answer questions or to support their findings. (TAPS 'Review' – Teeth (eggs) in liquid)</b></li> </ul> <p><u><b>Key Vocabulary</b></u></p> <p>evidence, improve, secondary sources, interpret research, relevant question, thermometer, standard units, record, classify, present, record – drawings, labelled diagrams, keys, bar charts, tables</p>
<p>PE</p>	<p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● Demonstrate how and when to speed up and slow down when running.</li> <li>● Link hopping and jumping actions with some control.</li> <li>● Demonstrate good balance when performing other fundamental skills.</li> <li>● Show balance when changing direction at speed in combination with other skills.</li> <li>● Begin to co-ordinate their body at speed in response to a task.</li> <li>● Become more independent in order to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><u><b>Key vocabulary</b></u></p> <p>Power, stamina, officiate, perseverance, determination, accuracy, personal best</p> <p><b>School games value:</b> respect</p>

PE with Total Sports	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>● Use body tension to perform balances both individually and with a partner.</li> <li>● Demonstrate increasing strength, control and technique when taking own and others weight.</li> <li>● Demonstrate increased flexibility and extension in more challenging actions.</li> <li>● Plan and perform sequences showing control and technique with and without a partner.</li> </ul> <p><b>Key vocabulary</b> Quality, perform, inverted, technique, apparatus, extension</p> <p>School games value: respect</p>
Computing	<p><b>Discovery Coding Level 3 Unit 2</b> – 2 lessons complete to at least ‘build’ task. (Hungry Snake and Pufferfish pop) plus debugging exercises.</p> <ul style="list-style-type: none"> <li>● To learn code with ‘if statements’, which select different pieces of code to execute depending on what happens to other objects.</li> </ul> <p><b>Key vocabulary</b> selection, condition, if statements</p> <p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>● Pixl lesson 3 – reliability of information</li> </ul> <p><b>Key vocabulary</b> Reliable, trusted source</p>
Music	<p><b>Charanga unit:</b> Stop!</p> <p><b>Style of main song:</b> Grime</p> <p><b>Unit theme:</b> Writing lyrics linked to a theme</p> <p><b>Performance focus:</b> Singing/rapping</p> <p><b>Listening:</b> Discuss and recognise the structure of a song. Identify the instruments and voices they can hear in a song. Find the pulse, whilst listening to a song, in a way that they choose e.g. dance, clap, march. Find the pulse and identify tempo changes, changes in dynamics and texture. Know the style indicators for Grime music.</p> <p><b>Copying rhythms:</b> Play and copy back rhythms, on a glockenspiel using up to 2 notes (C + D).</p> <p><b>Sing:</b> Sing and rap unison and in parts.</p> <p><b>Compose:</b> Own rapped lyrics.</p> <p><b>Key Vocabulary</b></p> <p>Musical style, rapping, grime, lyrics, choreography, digital/electric sounds, turntables, synthesisers, unison, structure, introduction, verse, chorus, drums, pulse, rhythm, pitch, compose, improvise, perform, audience, texture, hook, riff, dynamics, tempo, melody, solo.</p>
PSHE and RSE	<p><b>Core Theme 1: Health &amp; Wellbeing</b> <i>Healthy Lifestyles (physical wellbeing)</i></p>

<p>(highlighted objectives are statutory)</p>	<ul style="list-style-type: none"> <li>● H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. (Science - animals including humans SPRING 1 &amp; 2)</li> </ul> <p><b>Safer Internet Day</b></p> <p><b>Core Theme 2: Relationships</b></p> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>● R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> </ul> <p><b>Core Theme 3: Living In The Wider World</b></p> <p><b>Shared responsibilities</b></p> <ul style="list-style-type: none"> <li>● L2. to recognise there are human rights, that are there to protect everyone</li> <li>● L3. about the relationship between rights and responsibilities</li> </ul>
<p>DT</p>	<p><b>Stiff and Flexible sheet materials</b> - Plan, design and make Viking long ships using a range of materials.</p> <ul style="list-style-type: none"> <li>● To use research and develop design criteria to inform the design of functional products aimed at a particular group.</li> <li>● Generate, develop, model and communicate their ideas through discussion and annotated sketches.</li> <li>● To select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>● To select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.</li> <li>● To evaluate their ideas and products against their own design criteria and consider the views of others to improve.</li> <li>● To apply their understanding of how to strengthen stiffen and reinforce more complex structures</li> </ul> <p><b>Key vocabulary</b></p>
<p>British Values</p>	<p>Democracy</p> <ul style="list-style-type: none"> <li>● What this means and how it is demonstrated in school.</li> <li>● The Farmer’s Cart fable: Why is democracy important?</li> </ul>
<p>SMSC</p>	<p>To understand that different people celebrate life events in different ways and to be tolerant of the views of others (links to RE and British values)</p>