



Subject	Learning
History	<p><b>Vikings and Anglo Saxons struggle for the kingdom of England. Continued</b></p> <ul 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><b>World History people</b></p> <ul 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><b>Worlds History Places</b></p> <ul 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><b>Understanding chronology</b></p> <ul 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><b><u>Key Vocabulary</u></b>            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>
Geography	<p><b>Continued from Spring 1</b>  <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>● Name and locate a number of Scandinavian capital cities</li> </ul> <p><b>Human Geography</b></p>

	<ul style="list-style-type: none"> <li>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>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>
MFL	<p><b>French – En Classe</b></p> <ul style="list-style-type: none"> <li>Remember and recall 12 classroom objects with their indefinite article/determiner.</li> <li>Replace an indefinite article/determiner with a possessive adjective.</li> <li>Say and write what they have and do not have in their pencil case.</li> <li>Learn how to use the negative in French</li> </ul>
Art	Taught Spring 1
RE	<p><b>Hinduism</b></p> <p>How does the story of Rama and Sita inspire Hindus to follow their <a href="#">dharma</a>?</p> <p><b>Key vocabulary</b> Dharma, Raksha Bandhan, murti, Diwali, divas</p>
Science	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p><b>Key Vocabulary</b> producer, consumer, apex predator</p>
Working Scientifically	<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><b>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</b></li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Using straightforward scientific evidence to answer questions or to support their findings</li> </ul> <p><b>Key Vocabulary</b> gather, standard units, record, classify, present, <u>record</u> – drawings, labelled diagrams, keys, bar charts, tables</p>
PE	<p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Strike a ball using varying techniques with increasing accuracy.</li> <li>Change direction to lose an opponent with some success.</li> <li>Create and use space with some success in game situations.</li> <li>Use simple tactics to help their team score or gain possession.</li> </ul> <p><b>Key vocabulary</b></p>

	<p>receiver, outwit, court, backhand, forehand</p> <p><b>School games value: passion</b></p>
PE with Total Sports	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>● Use a variety of throwing techniques with increasing success in game situations.</li> <li>● Catch a ball passed to them using one and two hands with increasing success.</li> <li>● Strike a ball using varying techniques with increasing accuracy.</li> <li>● Change direction to lose an opponent with some success.</li> <li>● Create and use space with some success in game situations.</li> <li>● Use simple tactics to help their team score or gain possession.</li> </ul> <p><b>Key vocabulary</b> Decision, pressure, opposing, deny, gain, option, momentum</p> <p><b>School games value: passion</b></p>
Computing	<p>NO COMPUTING THIS HALF TERM</p> <p><b>E-Safety pixl lessons 4 and 5 to be taught together in Summer term</b></p>
Music	<p><b>Charanga unit: Stop!</b>  <b>Style of main song: Grime</b>  <b>Unit theme: Writing lyrics linked to a theme</b>  <b>Performance focus: Singing/rapping</b></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.  <b>Compose:</b> Own rapped lyrics.</p> <p><b>Key Vocabulary</b> 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  (highlighted objectives are statutory)	<p><b>Core Theme 1: Health &amp; Wellbeing</b>  <b>Healthy Lifestyles (physical wellbeing)</b>  H5. about what good physical health means; how to recognise early signs of physical illness.  H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and the effects if an inactive lifestyle.</p> <p><b>Core Theme 2: Relationships</b>  <b>Respecting self and others</b>  R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p><b>Core Theme 3: Living In The Wider World</b>  <b>Communities</b></p> <ul style="list-style-type: none"> <li>● L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li> </ul>
DT	<p>Construction - strengthen, stiffen and reinforce</p> <ul style="list-style-type: none"> <li>● Develop and use knowledge of how to construct strong, stiff shell structures.</li> </ul>

	<ul style="list-style-type: none"> <li>● Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> <li>● Know and use technical vocabulary relevant to the project.</li> </ul> <p><b><u>Key Vocabulary</u></b>  shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision</p>
British Values	<p>Individual Liberty</p> <ul style="list-style-type: none"> <li>● What is individual liberty?</li> <li>● What are our human rights?</li> <li>● Consider the choices we make about ourselves at Werrington Primary School</li> </ul> <p>Respect and Tolerance</p> <ul style="list-style-type: none"> <li>● What do these words mean and how can we show this to one another?</li> <li>● How to show respect in and around school.</li> </ul>
SMSC	The meaning of Easter