

Subject	Learning
English Cross Curricular	<p><b>All English will be taught through the topic</b></p> <ul style="list-style-type: none"> <li>• Write a poem in the style that Egil Skallagrímsson used to persuade Eric Bloodaxe not to kill him.</li> <li>• Research and write about who the Sutton Hoo man was based on what was found in his grave.</li> </ul>
Class Texts	The Saga of Erik the Viking – Terry Jones
Mathematics Cross Curricular	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Time</li> <li>• Decimals</li> </ul> <p>Use of fractions when working scientifically to produce pie charts of food types needed for a healthy balanced diet.</p> <p>Geometric shape and patterns in Viking and Anglo Saxon jewelry/armor.</p>
History	<ul style="list-style-type: none"> <li>• To place some historical periods in a chronological framework.</li> <li>• To use historic terms related to the period of study.</li> <li>• To use sources of information in ways that go beyond simple observations to answer questions about the past.</li> <li>• To use a variety of resources to find out about aspects of life in the past (historical enquiry).</li> <li>• To explain what I have learned in an organised and structured way, using appropriate terminology.</li> </ul> <p>Look at the invasion of the Vikings starting with Lindisfarne. Identify locations around Britain that were invaded and why. Research the Viking capital York, compare Viking 'Jorvik' to modern day York.</p> <p>Research Viking warriors and the battles between William the Conqueror and King Harald II's armies – link to the Bayeux tapestry.</p>
Geography	<ul style="list-style-type: none"> <li>• I can show I know about the wider context of places - region, country</li> <li>• I can understand why there are similarities and differences between places</li> <li>• I can show where countries are within Europe, including Russia</li> </ul> <p>Identify the Scandinavian countries and their similarities and differences – why did the Vikings choose to settle in Britain?</p>
MFL	<p><b>French - On the move</b></p> <ul style="list-style-type: none"> <li>• Making simple statements about activities and diet (link to science)</li> </ul>
Art	<ul style="list-style-type: none"> <li>• To plan my sculpture using drawings or other preparatory work.</li> <li>• To say how I would improve my work using technical terms and giving reasons.</li> <li>• To describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied (link to the Bayeux Tapestry)</li> </ul> <p>Create sculptures of Viking treasures.</p>
RE	<p><b>Is Easter a festival of new life or sacrifice?</b></p> <p>Share the Easter story with the children and discuss how Christians celebrate Easter including Lent.</p> <p>Understand why Christians believe that Jesus was a sacrifice.</p> <p>Children will create Easter story wreaths using images and writing showing their own understanding.</p> <p><b>(Taught during PPA with Mrs Burton)</b></p>
Science	<b>Animals including humans</b>

	<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>Make the digestive system looking at the functions of each part and the importance of diet for our bodies. Label the digestive system. Look at the teeth; identifying their role in digestion and how to care for them.</p>
Working Scientifically	<ul style="list-style-type: none"> <li>• I can ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>• I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.</li> <li>• I can use scientific evidence to answer questions or to support my findings.</li> </ul>
PE	<p><b>Lacrosse - CPD</b></p> <ul style="list-style-type: none"> <li>• To throw and catch accurately</li> <li>• To make up their own small-sided game</li> <li>• To keep possession of the ball</li> <li>• To move to find space when they are not in possession during a game</li> <li>• To vary tactics and adapt skills according to what is happening</li> <li>• To explain how their work is similar and different to that of others</li> </ul>
PE with Premier Sports	<p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• To explain why it is important to warm up and cool down</li> <li>• To explain why keeping fit is good for their health</li> <li>• To perform five different movements to develop strength</li> <li>• To perform three different movements to develop flexibility</li> <li>• To vary tactics and adapt skills according to what is happening</li> <li>• To explain how their work is similar and different to that of others</li> </ul>
Computing	<p><b>Using computers</b> Understand what servers are and how they provide services to a network</p> <ul style="list-style-type: none"> <li>• I understand that some computers on a network serve particular functions, such as controlling printers or sharing files</li> </ul> <p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>• I understand that what I say or post on the internet might be copied, shared and stored by others.</li> <li>• I know what to do if I see anything worrying online.</li> </ul>
Music	<p><b>Poetry</b> (link to English/Kaizen) *Write a rap-rap *Feel the rhythm of time *Train wheel rhythms</p> <ul style="list-style-type: none"> <li>• Copy increasingly challenging rhythms using body and untuned percussion as appropriate.</li> <li>• Compose and layer ostinato rhythm patterns.</li> </ul> <p>Musical focus - Beat, composition, performing, notation Genres/Composers Russian brass piece Winter Bonfire (off we go!) Charanga scheme: Vikings</p>
PSHE and RSE	<p><b>Managing Risk</b></p> <ul style="list-style-type: none"> <li>• Physical, social and emotional risks, strategies for lessening risk. Identifying &amp; Reducing Risk</li> </ul> <p><b>Good to be Me</b></p> <ul style="list-style-type: none"> <li>• Responses to a threat, overcoming negative feelings, assertiveness</li> </ul>
LORIC	<p><b>Resilience (Year 3 to cover session 1)</b></p> <ul style="list-style-type: none"> <li>• To offer advice to others based on my knowledge</li> </ul>

	<p><b>Session 2:</b> To ask for help from a supporting adult/child to overcome barriers</p> <p><b>Session 3:</b> To recognise the length of time allocated to a challenge before giving up/feeling defeated.</p>
DT	<p><b>Stiff and Flexible sheet materials</b></p> <p>Plan, design and make Viking long ships using a range of materials.</p> <ul style="list-style-type: none"> <li>• Can children measure carefully so as to make sure they have not made mistakes?</li> <li>• How have they attempted to make their product strong?</li> </ul>
Sustainability	<p><b>Biodiversity</b> – (linked to science) consider the effects on the ecosystem productivity where each species, no matter how small, all have an important role to play. How do we affect other species with our way of life (link to production and consumption/healthy living – how might our way of life effect other species?)</p>
British Values	<ul style="list-style-type: none"> <li>• Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.</li> <li>• An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</li> </ul>
SMSC	<p><b>PSHE</b> - Responsibility in the community for reducing risks.</p>
Themed Weeks	<p><b>STEM week – Plastic Waste and Recycling.</b></p>
Learning Outside The Classroom	<p>Use of playground map for geographical locations – link to maths – measurements and Viking invasions.</p>