

## History

### Anglo-Saxons and Vikings

#### National Curriculum Links:

#### Pupils should be taught about:

- Britain's settlement by the Anglo-Saxons and the Scots after the Roman withdrawal from Britain in AD410 and the fall of the western Roman Empire.
- The Scots invasion from Ireland to north Britain (now Scotland).
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life.
- Anglo-Saxon art and culture.
- Anglo-Saxon laws and justice.
- Anglo-Saxon conversion to Christianity from paganism (Canterbury, Iona and Lindisfarne).
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Viking raids and invasion, as well as further raids and 'Danegeld'.
- Resistance by Alfred the Great and Athelstan, the first King of England
- Edward the Confessor and his death in 1066.

#### Learning Outcomes:

#### Children will:

- Learn when and why the Romans left Britain and consider what happened in the period after their departure. They will explain how the Anglo-Saxons came to Britain and why this period is often referred to as the Dark Ages. Children will learn about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period before the Viking invasions, as well as for the Vikings who settled in England, and compare and contrast this to the Anglo-Saxons.
- Find out about the first Viking invasions and learn who the Vikings were and where they came from. Children will study the events surrounding the attack on Lindisfarne in 793 as well as subsequent Viking raids after this attack. They will learn about the battles between the two peoples and the peace treaty which was signed to give control of the North East of England to the Vikings.
- Learn about the reign of Alfred the Great and his many achievements as well as the events that led to England becoming a unified country under the rule of a single Viking king by 1016; as well as how this led to the Battle of Hastings and Norman conquest.

## Topic-based English

### Myths and Legends (Beowulf), Short Stories (Viking Sagas), and Letter Writing

#### 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.
- Plan, draft, write, evaluate and edit their written work.
- Proof read for spelling and punctuation errors.
- Use a wide range of conjunctions to extend sentences.
- Choose nouns / pronouns appropriately for clarity and cohesion, avoiding repetition.
- 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.

## Design Technology

### Viking Longships

#### National Curriculum Links:

#### Pupils should be taught to:

- Design (see NC for more detail).
- Make (see NC for more detail).
- Evaluate (see NC for more detail).

#### Learning Outcomes:

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

- 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.
- Investigate and combine visual and tactile qualities of materials and processes; matching these qualities to their ideas and designs.



## 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).

## Pupil Parliament

### What does representing mean?

#### Learning Outcomes:

- The children will think about when they have represented school / clubs and what their responsibility brings.
- Explore what qualities you need to represent others.
- Be introduced to how MPs represent people in Parliament.



## 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

### National Curriculum Links:

#### Year 3 - Multiplication and Division Facts, Measure (Money), Statistics and Fractions

##### **Pupils should be taught to (multiplication and 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.

##### **Pupils should be taught to (money):**

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

##### **Pupils should be taught to (statistics):**

- 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.

##### **Pupils should be taught to (length and perimeter):**

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes

##### **Pupils should be taught to (number - fractions):**

- 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.



## PSHE

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

#### National Curriculum Links (PSHE Association):

##### **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

## Maths

### National Curriculum Links:

#### Year 4 - Multiplication and Division Facts, Measure (Area), Fractions and Decimals

##### **Pupils should be taught to (multiplication and division):**

- Recall and use multiplication and division facts for multiplication tables up to  $12 \times 12$ .
- 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.

##### **Pupils should be taught to (area):**

- Find the area of rectilinear shapes by counting squares.

##### **Pupils should be taught to (fractions):**

- 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.

##### **Pupils should be taught to (decimals):**

- 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. Convert between different units of measure (for example, kilometre to metre).

## 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

## 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).

## Outdoor Learning Opportunities

- Using the Viking long ship to re-enact periods of invasion and settlement.
- Carrying out an archaeological dig to find artefacts for classroom-based exhibition

### Educational Visit

- Ford Castle (Yr 4)

## 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?*

## Physical Education

### Dance (Spring 1), Swimming (Spring 2) & Ball Games (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.
- Perform dances using a range of movement patterns.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.

## 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.