



Inspire

Big and strong, powerful and brave, the Saxons wave their battle axes and brandish their swords as they begin to invade Britain's shores

Discover

Sail back to the Dark Ages, where battles were rife and fear reigned. Find out about the lives of the Saxons, including how they lived and where they came from. Meet the bloodthirsty Vikings from Scandinavia – never before had such terror swept the land.

Thrive

Make a Saxon sword or Viking brooch and decorate it with intricate patterns. Choose to be a Saxon or Viking and trade your crafty goods, but let's keep it cool. We don't want a fight breaking out. Are you ready to shine a light on the dangerous and deadly Dark Ages?

Literacy (including reading)

Intent: write for different purposes.

- We will be exploring the book 'The Battle of the Viking Woman' by Terry Deary.
- We will be learning to understand the meaning of words in context and practice locating and retrieving information from the text. For this we will build on our techniques in skimming and scanning text.
- We will learn to understand events from different points of view
- We will learn to identify the features of a diary entry and use this to write and publish a diary entry.
- Continuing with the story, we will then make and justify inferences, practice reading fluently, giving characters a voice and use speech to infer thoughts and feelings.
- We will then identify the features of a Kennings poem then plan, draft, write and perform our poems.
- Both our diary entry and poem will be used to inform and entertain.

Key vocabulary: infer, language, adjectives, characters, purpose, audience, conjunctions, adjectives, diary entry, poem

Impact: we will know the structure and features of a diary entry and we will write our own also write and write and perform a poem.

Maths

Intent: develop understanding of number using different skills.

Year 3

In fractions, we will be: Making the whole, learning tenths, counting in tenths, exploring tenths as decimals, working with fractions on a number line, fractions of a set of objects, equivalent fractions and then comparing ordering, adding and subtracting fractions.

Year 4

In decimals, we will be: Recapping our bonds to 10 and 100, making a whole, writing decimals and comparing, ordering and rounding decimals and looking at halves and quarters.

In money, we will be: Working with pounds and pence, ordering money and estimating money, converting pounds and pence, adding and subtracting money, finding change and using the four operations when working with money.

Key vocabulary: fractions, tenths, decimals, equivalent, compare, order, add, subtract, hundredth, money

Impact: we will build on our existing knowledge of fractions, decimals and money and strengthen our mathematical understanding and ability.

R.E.

Key question: What do Christians learn from the creation story?

- We will begin by experiencing some of the sights and sounds of nature, focusing on what we find wonderful about the world.
- We will then read the Creation story and think about what the story suggests is wonderful.
- We will discuss God's instructions for the world and create our own.
- We will explore Christians that follow God's creation story rules and are stewards (or caretakers) of the world.
- We will use this to think of something 'very good' we can do in the world to take care of it.
- We will learn about the story of 'the fall' and how Adam and Eve 'fell' from their close relationship with God.

Key vocabulary: Creation, Genesis 1:1, seven days, wonderful, very good, stewards/caretakers, Genesis 2, 'the fall', Adam and Eve

Impact: we will understand the Creation story and 'the fall' and how Christians listen to God, follow his instructions and take care of the world.

Science

Intent: know what animals and humans need to stay healthy, how different animals require a different balance of nutrients and be able to read simple food labels. Also, to know the different types of skeletons and how muscles work.

- We will sort foods into food groups and find out about the nutrients that different foods provide.
- We will explore the nutritional values of different foods by gathering information from food labels.
- We will sort animal skeletons into groups, discussing patterns and similarities and differences.
- We will investigate an idea about how the human skeleton supports movement.
- We will be able to explain how bones and muscles work together to create movement.
- We will design and carry out our own investigation relating to the human skeleton.

Key vocabulary: Health, nutrients, skeleton, muscles, scientific question, working scientifically.

Impact: we understand nutrients and healthy eating for both animals and humans. We will also develop an understanding of skeletons and how muscles work.

PSHE (continuing)

Intent: understand what it means to be healthy and know ways to have a healthy and happy body.

- We will understand how exercise affects our bodies and know why our heart and lungs are such important organs.
- We will know that the amount of calories, fat and sugar we put into our bodies will affect our health.
- We will tell you our knowledge and attitude towards drugs.
- We identify things, people and places that we need to keep safe from and know some strategies for keeping ourselves safe, who to go to for help and how to call emergency services.
- We will identify when something feels safe or unsafe.
- We will understand how complex our body is and how important it is to take care of it.

Key vocabulary: healthy, unhealthy, balanced, exercise, sleep, choices, hygienic, medicines, safe, trust.

Impact: we will know what keeps our bodies healthy and how important it is to look after ourselves.



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Spanish

Intent: learn the vocabulary for a range of food, to express likes and dislikes, to count and use plural nouns and to modify adjectives to describe colours.

- We will appreciate stories, songs, poems and rhymes in the Spanish in the context of food.
- We will learn and understand key features and patterns of basic grammar in the context of food.
- We will then learn to understand and state our preferences about food using key features and patterns of basic grammar.
- We will learn to describe people, places, things and actions orally and in writing in the context of describing food by colour.
- We will learn to describe people, places, things and actions orally and in writing in the context of describing objects using adjectives.
- We will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.

Key vocabulary: Una manzana, dos peras, tres ciruelas, cuatro fresas, cinco naranjas, un pastel, un helado, un bocadillo, un trozo de queso, una salchicha, una piruleta, una magdalena, jamón, pan, un trozo de sandía

Impact: will and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.

History

Intent: to learn about the raids and invasions by Anglo-Saxons and the Vikings in Britain and how this changed what is now known as the United Kingdom.

- We will develop a chronologically secure knowledge and understanding of British, local and world history in the time of Anglo-Saxons and the Vikings.
- We understand how and why the Anglo-Saxons and Vikings invaded Britain.
- We will explore both Anglo-Saxon and Viking life, including their villages and cultures.
- We will learn about Anglo-Saxon and Viking beliefs in multiple Gods.
- We will learn about the last Anglo-Saxon kings and their ultimate end after their battle and defeat in Hastings in 1066.

Key vocabulary: Anglo-Saxon, Viking, timeline, King Alfred the Great, longships, culture, Hastings, William the Conqueror

Impact: we will know about the timeline of the Anglo-Saxons and Vikings invasions, Anglo-Saxon Kings, how they experienced village life and how it ultimately ended.

D.T./Art

Intent: in connection with our Traders and Raiders topic, design, make and paint various items.

In connection with our Traders and Raiders topic, this term we will use a range of materials, textiles and ingredients (according to their functional properties) to:

- Draw a Viking longboat.
- Design and make a Viking shield.
- Design and build make a Viking brooch.
- Apply our knowledge of the Viking alphabet (runes) to make our own runic messages in clay.

Key vocabulary: materials, paint, model, Viking, longboat, brooch, runes, shield.

Impact: we will apply knowledge and learnt techniques to our own designs and create various items using a range of materials.

P.E

Intent: learn the rules and skills required in Athletics.

In Athletics:

- We will develop speed technique in sprinting.
- We will run as fast as possible in a straight line in a shuttle relay race.
- We will combine different jumping and landing actions.
- We will develop coordination for different types of jumps.
- We will throw a ball for distance and height.
- We will develop throwing with increasing accuracy.
- Use our new skills to compete in athletic event.

Key vocabulary: athletics, run, sprint, shuttle relay, jump, throw, accuracy.

Impact: we will successfully learn the skills and rules required in Athletics.

Music

Intent: explore a range of different sounds and songs that

- We will learn and/or build on our knowledge and understanding about the interrelated dimensions of music through musical warm-up games and activities.
- We will listen to and appraise Blackbird and other songs by the Beatles (including Yellow submarine, Hey Jude, Can't buy me love, Yesterday and Let it be)
- We will use instruments as an accompaniment to the music we learn.
- We will continually practice and then perform the whole song together.

Key vocabulary: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation

Impact: gain an awareness of different sounds and songs and enjoy learning and performing music.