

English outcomes

English – Saxon inspired

- Acrostic poem – alliteration
- Non-chronological report – Who were the Saxons
- Character description – King Arthur

English – Viking inspired

- Character description
- Diary of a Viking invading Britain
- Information text – Nordic Gods Top Trumps
- Non-chronological report – Viking life
- Poetry – God/Goddess
- Instructions about How to Train My Dragon

Cross Curricular

- Science – Instructions/ Explanations
- Art – Evaluation, Information Text - Artist
- DT – Instructions to build a long boat

French

- I can listen for specific words and phrases
- I read a wider range of words, phrases and sentences aloud
- I can name and describe people, places and objects
- I can write a few simple sentences from memory

Jigsaw

Celebrating Differences

- I can tell you a time when my first impression of someone changed as I got to know them
- I can explain why it is good to accept people for who they are

Dreams and Goals

- I know how to make a new plan and set new goals even if I have been disappointed
- I know what it means to be resilient and to have a positive attitude

Science

Electricity

- I can construct and name the basic parts of a simple series circuit, including cells, wires, bulbs, switches and buzzers.
- I can recognise and can explain why materials are good conductors and insulators.
- I can identify common appliances that run on electricity.

States of Matters

- I can describe the characteristics of different states of matter and group materials on this basis
- I can describe how materials change state at different temperatures
- I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Rampaging Raiders – Anglo Saxons/ Vikings (Autumn 2019)

History (Anglo-Saxons/ Vikings)

Being a historian

- I can use research skills to find answers to specific historical questions about our locality
- I know the difference between primary and secondary sources
- I can explain how historical artefacts can be used to help build up a picture of the past
- I know how events and periods studied fit chronologically with some other key events in history
- I can present the information I have learnt in a variety of ways

British Historical Content

- I can explain where the Anglo-Saxons came from and why they invaded Britain
- I know why the Vikings invaded Britain and why they were so successful
- I can explain the struggle between Anglo-Saxons and the Vikings for the kingdom of England.

Children's input

Children to have input about the direction of learning throughout the unit blocks

Geography (Britain)

Locational knowledge

- Name and locate all countries within the UK and their major cities.

Place knowledge

- I can explain the differences between the British Isles, Great Britain and the UK

Human and physical geography

- I can describe and explain the key features of different types of settlement and land use
- I understand how settlements have changed over time
- I can explain the importance of ports and the role they play in trade and distributing resources around the world

Geographical skills and fieldwork links

Design and Technology

Create a Viking Longboat to carry the most weight

- I generate and develop ideas using exploded diagrams and prototypes.
- I use different ways to creatively record and present my designs to show they are fit for purpose.
- I can evaluate and suggest improvements for my design.
- I can choose and use appropriate tools from a wider range to perform practical tasks.
- I can choose suitable materials from a wider range and explain its suitability.

Launch

- Viking and Saxon activities – timelines/ key events, creating a Saxon-Viking battle (making swords and helmets)

Landing

- Norse God/ Goddess Day (dressed as a god, Role play Norse Myths)

Final Half-Day Activity

- Norse God/ Goddess Day
- Role Play of Myths

Visitors and Visits

- York (The Dig/ Jorvik Centre)
- Viking School Day Visitors

Community links

- Making Long Boat (Spencer??)

Enterprise

- Creating Anglo-Saxon/ Viking Helmets for a donation

Art

- I am able to talk about my artistic intention and how I want my audience to feel or think.
- I can use and explore a wide range of materials to add tone and depth to my work.
- I am able to refine techniques and record observations in a sketch book.

Drawing – Anglo-Saxon People

- Encourage more detail, greater awareness of space, cartoonish with greater elements of realism, introduce pastels/oils, different materials (charcoal, pencil) observational drawing

Painting – Viking Longboats

- I have an understanding of British artists throughout history and am able to link my work to them – Jack Riggs (Maritime/ Viking Longboats)
- Mix & match colours, one colour against backgrounds, observe colour on faces/hands, advise and question on different equipment, colour to reflect, textured paint, inspired art “in the style of”, specific language

ICT

E-Safety

- I know what to do if I see inappropriate content or I am contacted by someone I do not know online
- I understand how to be respectful and responsible online as well as offline

Information Technology

- I can select and use software to accomplish a given goal
- I can use software to collect and present data
- I can use software to analyse information

Music

- Wider Opportunities music

Debate

- Which Norse god is the most powerful?
- If you were a Saxon would you fight against the Vikings?
- Was it beneficial to invade Britain?
- Who were the better invaders – The Saxons or Vikings

PE

Swimming

- I can use a range of strokes effectively
- I perform safe self-rescue in different water based situations
- I swim competently, confidently and proficiently over a distance of at least 25m

Basketball

- I can keep possession of the ball
- I can vary my tactics and adapt my skills depending on what is happening in a game.
- **Dance**

RE

Belief in the Community

- I can ask questions and begin to develop answers
- I can describe similarities and differences between the religious activities of different faiths
- I can identify a regular religious activity
- I can interpret ways religious activity gives a sense of belonging

Christmas

- I can discuss why light is an important symbol of Christmas