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| **History**  **(Invaders)**  **Our topic will investigate the following areas in detail:**   * Life before the Anglos * Who were the Anglo-Saxons? * Life in Anglo England * Where is Lindisfarne and why was it attacked? * Great Britain under Danelaw * Why was Alfred considered to be ‘Great’ * What happened in the time between the Vikings and the Normans | **Science**   * Evolution and Inheritance – how animals have evolved and why do we have the same colour eyes as our parents. * Electricity concentrating on circuit diagrams and symbols used within circuitry. We’ll also look at the benefits and dangers of electricity and sustainable power sources. | | | | | | **Geography**   * Locational Knowledge * Place Knowledge * Compare the United Kingdom with European Countries: Scandinavia * Locate the world’s countries, using maps to focus on Europe/Scandinavia * Children use world maps and European maps to identify where Saxons and Vikings originated. * Concentrate on the environmental regions, key physical and human characteristics, countries and major cities: why did the Saxons and Vikings leave Scandinavia to travel to England. * Human geography including types of settlements and land use, economic activities like trade links and the distribution of natural resources including energy, food, minerals and water: how and what did they trade with before invasion. * Where and why did they choose certain places to settle in? |
| **Literacy – Class Novel:** “How To Train Your Dragon.” Cressida Cowell. | | | | | |
| **Narrative Influences** | **Non-Fiction** | | **Poetry** | | **Communication** |
| Myths and Legends: Study of Quest legends and writing a multi directional story.  We will link our narrative work to the influences found within our Guided Reading books where possible. | Persuasion: What did the Vikings do for us?  Evaluate the impact The Vikings had on England.  We will use the internet to learn about the Anglo Saxons and Vikings and what legacies they left behind. | | * Learning and performing choral * Revising the rules of poetry and looking at alternative poetic structures. | | * Role play (what it was like to be a monk on Lindesfarne) * The creation of a small play script to accompany an IT animation that retells part of our Anglo Saxon/Viking History. |
| **French**   * Naming parts of the body * Looking at French Nursery Rhymes * Naming Zoo animals * Recognising letters in the alphabet * Recognising vowel sounds * Communication games * Singing French songs | ‘Invaders’ | | | | | | **Computing**   * Programming using Kodu and Espresso Coding * Learning about technology and its impact on our life * Using the internet to help research topic work * Learning more about online safety and keeping safe |
| **Super Start:**  Art and Craft:  “Make a Viking Long Boat!  Instructions  Picture  Cardboard box | | **Local Link:**  We will use the website to research where the Anglo Saxons where in Shropshire  <http://shropshirehistory.com/medieval/saxon.htm> | | **Fab Finish:**  Animated Film  or  Short Viking Clip | |
| **Art**   * Printing * Viking Patterns * Painting * Animation scenery | **Maths**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Geometry**: Position and Direction | **Fractions**: Adding, Subtracting, Multiplying and Dividing Fractions | **Decimals:** and Percentage, Algebra and order of operations |  | **Measurements:** converting and understanding measurement involved in scale and ratio. | | | | | | | **PE**   * **Gymnastics?** * **Dance?** |

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| **D&T**   * Looking at and understanding mechanisms levers and cogs with the intention of building a catapult. * Creating a wheelchair for Hiccup (main character from How to Train your Dragon) | **RE**   * How does religion affect my life? * How does a religious belief influence how someone lives their life? * How do people express their beliefs about what they believe to be true? * Promotion of tolerance and understanding | **PSHE**   * Learning about Refugees and their stories * **Money Matters** – learning about earning money, recognising the value of money, what lending and borrowing means and achieving goals. We will also look at deductions and expenses. * **Who likes chocolate?** – learning about the difference between rich and poor nations, trade across the world, global footprints, food shortages and hunger, fairness and responsibility and what is in the news. | **Music**   * Exploring rhythm and pulse |