



# Longboats and Battle Axes



## MATHEMATICS

- Fractions (Y3)
- Time (Y3&4)
- Geometry (Properties of Shape) (Y3&4)
- Mass and Capacity (Y3)
- Decimals (Y4)
- Money (Y4)

## LITERACY

We will be writing in a range of different styles whilst still focusing on spelling, grammar and punctuation.

- Non-chronological report on dragons
- Poetry—dragon and Viking limericks, haikus and shape poems
- Writing tasks using the text 'Beowulf'
- Writing tasks using the text 'How to be a Viking'

**In Guided Reading**, children will access Beowulf and topic related non-fiction texts. They will complete a range of comprehension, grammar and extended writing tasks.

## GEOGRAPHY

**Locational Knowledge** – locate Scandinavia and Germany on maps to understand where the Anglo-Saxons came from; understand why the Saxons came to Britain - better land and weather; look at maps of Sussex to find places with Saxon names

**Human and Physical Geography** - explore why the Saxons came to Britain

## HISTORY

### **Anglo Saxons and Vikings**

**Chronological Understanding** - placing significant periods for the Vikings on a timeline; understanding how England changed after the Romans left

**Historical Knowledge** - understanding importance of religion on Saxon society; exploring Anglo-Saxon settlements; understanding reasons why they came to Britain; investigating changes during settlement periods; exploring Anglo-Saxon place names; labelling a Viking boat

**Interpretations of History** - research using internet, information books, evidence packs

**Historical Enquiry** - understanding how Britain changed after the Romans left; observing maps of Sussex to find places with Saxon names; researching Viking life

## SCIENCE

### **LIGHT**

- What is a shadow?
- Investigating how shadows are made - shadow puppet
- How does light source distance affect the size of shadow?
- Pattern-seeking - how does angle of light affect length of shadow?
- Investigating how playground shadow changes in a day
- Classifying materials using light

### **SOUND**

- What is a sound?
- What sounds can you hear in different places around the school?
- Investigate what happens to the sound of a drum as we move away from it
- Investigation - how can we change volume and pitch of sounds

## FRENCH

### **Listening, speaking, reading and writing**

name pets; ice-cream flavours; numbers to 50

### **Grammar**

verbs – 1st, 2nd person; past, future tenses; gender – masculine, feminine nouns; pronouns; word order of adjectives

## COMPUTING

### **Programming using Logo and Scratch**

- **Programs and Algorithms** - writing commands in correct order; writing a variable value where required; correcting any mistakes; using specific commands (fd, bk, lt, rt) to move or rotate turtle; using cs to clear screen; using repeat command; rotating turtle angles other than 90°; using calculations as a variable; writing algorithms to create specific shapes; creating specific algorithms with particular features; adapting algorithms, e.g. to change colour of squares; inputting code to produce complex patterns

## PE

- Develop skills needed to play tennis and cricket
- Develop problem solving skills through a range of challenges.
- Develop basic running, jumping and throwing techniques through outdoor athletics.
- Develop swimming technique (France)

## TECHNOLOGY

### **HEALTHY AND VARIED DIET – MAKING BREAD**

**Design** - generate ideas through discussion; develop design criteria

**Make** - plan recipe, listing ingredients, utensils and equipment; select and use utensils and equipment to prepare and combine ingredients; select ingredients to make food products

**Evaluate** - evaluate work and final product

**Technical knowledge** - know how to use appropriate equipment and utensils to prepare and combine food; know about range of fresh and processed ingredients appropriate for product, and whether they are grown, reared or caught; know and use relevant technical vocabulary

## MUSIC

### **Performing**

- Sing Viking related songs; Play a 3 note accompaniment

### **Music Appreciation**

- Listening and describing music from Medieval to Contemporary

### **Improvising and Composing**

- Write a Viking song using ostinato rhythmic patterns

### **Perform - Learning To Play The Recorder**

- Learn to play simple melodies on the recorder (understanding rhythmic patterns and basic music notation)

## ART

- **Drawing** - Viking Portrait - experimenting with charcoal in sketch books; creating different levels of grey; drawing facial features in the correct places; Dragon Eyes – sketching clay models; analyse eye images of eyes; texture, light and shade; sketching using pencils/charcoal; experiment with smudging and use of a rubber

- **Painting** - painting clay dragon's eye to add detail

- **3D Sculpture** - clay dragon eye - joining clay to construct base for extending and modelling other shapes, add materials to the sculpture to create detail (eye bead); create surface patterns and textures using clay; using score and slip techniques

- **Artist study** - Vince Low

## RE

### **Sikhism**

Do Sikhs think that it is important to share?

Making links to the fact that sharing is a very important value of Sikhs.

What is the best way for a Sikh to show commitment to God?

### **PSHE**

**Relationships** - including What is a family?; Friend WANTED posters; Who can I talk to?; What is peer pressure?

**Changing Me** - Living and Growing – changes from birth until now / now until adulthood; What is a worry?; Moral dilemmas; Transition to Y4/5