



# Longboats and Battle Axes



## MATHEMATICS

- Fractions (Y3)
- Time (Y3&4)
- Geometry (Shapes) (Y3&4)
- Mass and Capacity (Y3)
- Decimals (Y4)
- Money (Y3&4)
- Statistics (Y3&4)
- Position and direction (Y4)

## ENGLISH

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

- Narrative—story writing adapted from Beowulf
- Poetry—kenning
- News paper report
- Writing tasks using the text ‘Beowulf’ and ‘How to be a Viking’

**In Guided Reading**, children will access Beowulf and topic related non-fiction texts. They will complete a range of comprehensions 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

Creating digital media: Photo editing, looking at photo editing programs, explaining that the composition of digital images and colours can be changed. Explaining how cloning can be used in photo editing and how images can be combined for a purpose.

Online Safety – Image and Self-Identity on the internet

The Internet—describing how networks physically connect to other networks and how networked devices make up the internet. Looking at how websites can be shared via the World Wide Web (WWW)

## PE

- Develop skills needed to play tennis and cricket as well as team building activities and outdoor athletics.
- Develop swimming technique (Japan and France)

## DESIGN and 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 and sensory 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**

## 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?

