



# Longboats and Battle Axes



## MATHEMATICS

- Time
- Decimals
- Money
- Shape
- Geometry—position and direction
- Statistics

## 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**

Colours; ice-cream flavours; numbers to 50

### **Grammar**

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

## COMPUTING

Changing and 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.  
Desktop publishing.

## PE

- Develop skills needed to play tennis and cricket, as well as team building activities and outdoor athletics.
- Develop swimming technique (Scotland 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; learn to play Djembe drums**

## 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

### FIRE

What can fire symbolise? How is fire used in some Hindu ceremonies? Can fire be divine? What is an eternal flame? How is fire used to remember? What happens in the Easter Vigil?

### CHRISTIANITY

How did the Christian Bible come to be? What is in the Bible? How did the Bible become a bestseller? How can the Bible mean different things to different people? Where might we find the Bible? How is the Bible relevant for some people today?

### 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

