



VIKINGS



In this unit, the children will learn about how the Vikings invaded and settled in Britain. They will explore where they came from, how they got here and what life was like in Viking Britain. Children will have the opportunity to learn about different aspects of Viking culture, including Danegeld, the justice system and the types of food they ate.

A study of what Britain was like after the Viking invasion

SUBJECT AREAS

SCIENCE

Planning

- To ask relevant questions
- To set up simple practical enquiries, comparative and fair tests
- To use the language of independent and control variables.

Observing

- To make accurate measurements using standard units, using a range of equipment, for example thermometers
- To use systematic/careful observations
- To link two variables to events

Recording

- To record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables
- Create labelled diagrams and drawings and physical models

Concluding

- To report on findings from enquiries, including oral and written, displays or presentations of results and conclusions
- To identify differences, similarities or changes related to simple scientific ideas and processes
- To explain an observation or an event in scientific terms
- To use scientific evidence to answer questions or to support their findings

Evaluating

- To use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests
- Suggest improvements to tests

Plants and seasons

- To dissect a flower to see the basic parts of a flower
- To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation

HISTORY

Chronological understanding

- Begin to build up a clear narrative of what main events happened in Britain/local area/the world during different centuries

Interpretations

- To begin to make connections and contrasts between different time periods studied and talk about trends over time

Investigations

- To use my research skills in finding out facts about the time period studied
- To answer and sometimes devise questions about the past (finding information)

Knowledge of events, people and changes

- To suggest why certain events happened as they did in history and why certain people acted as they did in history
- To understand the everyday lives of people in time periods studied and contrast them with lives today
- Explain how events from the past have helped shape our lives today
- To describe changes that have happened and give reasons for those changes
- To describe connections and contrasts between events and people in history

Presenting and communicating

- To use and understand historical vocabulary to communicate information, such as ruled, invasion, conquer and kingdoms
- To present, communicate and organise ideas about the past using models, drama, letters, recounts, adverts, diaries and posters

Year 3:

- Explain the difference between text and images
- Explain that text and images can communicate messages clearly
- Identify the advantages and disadvantages of using text and images
- Change font style, size, and colours for a given purpose
- Edit text
- Explain that text can be changed to communicate more clearly
- Choose the best locations for my content
- Paste text and images to create a magazine cover
- Make changes to content after I've added it
- Explain what 'page orientation' means
- Identify placeholders and say why they are important
- Create a template for a particular purpose
- Identify different layouts
- Match a layout to a purpose
- Choose a suitable layout for a given purpose
- Identify the uses of desktop publishing in the real world
- Say why desktop publishing might be helpful
- Compare work made on desktop publishing to work created by hand

Year 4:

- To explain that the composition of digital images can be changed
- To explain that colours can be changed in digital images
- To explain how cloning can be used in photo editing
- To explain that images can be combined
- To combine images for a purpose
- To evaluate how changes can improve an image

- Recall the different beliefs and practices of Buddhism
- Understand what it looks like to be a person of faith
- Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions
- To begin to understand the diversity of belief in different religions, nationally and globally
- Begin to compare directly different responses to ethical questions looking at a range of different religions
- Suggest and find meanings behind different beliefs and practices and respond to them
- Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong
- Use a range of different medium to creatively express their own ideas, thoughts and opinions
- Express their thoughts and ideas giving good reasons for those ideas
- Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong
- Begin to make connections between their own ideas and others

Form

- To shape, form, model and construct (malleable and rigid materials)
- To use clay and other mouldable materials
- To plan and develop ideas in stages
- To understand different adhesives and methods of construction
- Experience and explore surface patterns / textures-
- Discuss own work and work of other sculptors

- To swim between 10m and 20m unaided using one basic method to achieve the distance.
- To use floats to swim longer distances with a more controlled leg kick.
- To put face under the water and blow bubbles
- To explore how to move in and under water.
- To identify and describe differences between different leg and arm actions.
- To understand water can be dangerous and understand what to do when in difficulty.

Phonics:

- To listen to and join in with simple songs and rhymes.
- To listen to and read aloud the French sounds and phonics key words.

Vocabulary:

- To understand some French words when I listen and read them
- To use French words to engage in short exchanges including asking and answering questions
- To speak in and write short sentences using familiar vocabulary

Grammar:

- To describe people, places, things and actions:
 - verbs ÊTRE, AVOIR, il y a, regular -ER verbs,
 - intonation questions, (including question words quoi, où, combien, comment