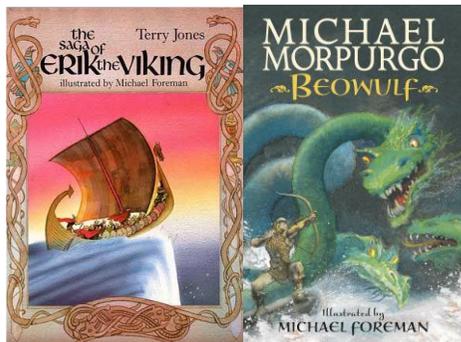


ENGLISH

The saga of Erik the Viking, by Terry Jones
Beowulf, by Michael Morpurgo.



Flashback story & acrostic poetry inspired by
The Saga of Erik the Viking

Non-fiction- Diary entries, inspired by the
story of Eric the Viking

COMPUTING

Children will create a documentary 'A day in
the life of an Anglo-Saxon'

SUBJECTS TAUGHT DISCRETLEY:

RE & PE

MATHS

Reading and interpreting
data in relation to
population

Measurement

Time lines

Invaders or Settlers? (Y5)

EDUCATIONAL VISITS:

Kirkleatham Museum – Saxon artefacts

SCIENCE

Materials and properties: Link to building homes and artefacts in Anglo-Saxon and Viking times

- Dissolving
- Evaporating
- Filtering
- Reversible and Irreversible changes

History

Anglo Saxons,

- Settlements and kingdoms
- Art and Culture
- Conversion to Christianity

The Vikings and Anglo-Saxon struggles including:

- Viking raids and invasion
- Alfred the Great
- Viking invasions and Danegeld
- Anglo-Saxon law and justice
- Edward the Confessor

DT

Children will create a
group model of an Anglo-
Saxon settlement

Viking Long Boat Models

RE

What can we learn from religious texts?

What is prayer and meditation?

What religions did the Anglo Saxons and Vikings
follow?

ART

Famous art- Bayeux Tapestry

Paint, pencil & charcoal images, depicting life in Anglo Saxon & Viking times

Vocabulary List

Anglo-Saxon	Relating to or denoting the Germanic inhabitants of England from their arrival in the 5th century up to the Norman Conquest.
Tapestry	a piece of thick textile fabric with pictures or designs formed by weaving coloured weft threads or by embroidering on canvas, used as a wall hanging or soft furnishing.
Bronze	A yellowish-brown alloy of copper with up to one-third tin.
Cremation	The disposal of a dead person's body by burning it to ashes, typically after a funeral ceremony.
East Anglia	a geographical area in the East of England.
Jewellery	Personal ornaments, such as necklaces, rings, or bracelets, that are typically made from or contain jewels and precious metal.
Lyre	a stringed instrument like a small U-shaped harp with strings fixed to a crossbar
Mercia	One of the kingdoms of the Anglo-Saxon Heptarchy. The name is a Latinisation of the Old English Mierce or Myrce, meaning "border people".
Offa's Dyke	Offa's Dyke is a large linear earthwork that roughly follows the current border between England and Wales. The structure is named after Offa, the Anglo-Saxon king of Mercia from AD 757 until 796, who is traditionally believed to have ordered its construction.
Runes	a letter of an ancient Germanic alphabet, related to the Roman alphabet.
Sutton Hoo	Sutton Hoo, at Sutton near Woodbridge, Suffolk, is the site of two 6th- and early 7th-century cemeteries. One cemetery contained an undisturbed ship-burial, including a wealth of Anglo-Saxon artefacts of outstanding art-historical and archaeological significance, most of which are now in the British Museum in London.
Thatched	cover (a roof or a building) with straw or a similar material.
Wessex	Wessex was an Anglo-Saxon kingdom in the south of Great Britain, from 519 until England was unified by Æthelstan in the early 10th century.
Sussex	Sussex, from the Old English Sūpsēaxe, is a historic county in South East England corresponding roughly in area to the ancient Kingdom of Sussex.
Longship	Longships were a type of specialised Viking warships that have a long history in Scandinavia
Freeman	A social class during Viking times.
Archer	a person who shoots with a bow and arrows
Slave	a person who is the legal property of another and is forced to obey them.
Shield	a broad piece of metal or another suitable material, held by straps or a handle attached on one side, used as a protection against blows or

	missiles.
York	Scandinavian York or Danish/Norwegian York is a term used by historians for the south of Northumbria during the period of the late 9th century and first half of the 10th century, when it was dominated by Norse warrior-kings;
Jorvik	When the Vikings settled in York, they clearly had trouble saying the Saxon name for the city: Eoforwic (which is thought to mean wild boar settlement), so decided to call it Jorvik (thought to mean wild boar creek).

Discrete subject-What is prayer?

RE

What is prayer and meditation?

- ✓ Can they describe different features of religions and worldviews?
- ✓ Can they make connections between different religions and world views?
- ✓ Can they reflect on their ideas?
- ✓ Can they describe and understand links between stories and other aspects of the communities they are investigating?
- ✓ Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities?
- ✓ Can they describe and understand links between stories and other aspects of the communities they are investigating?
- ✓ Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities?
- ✓ Can they observe and understand varied examples of religions and worldviews?
- ✓ Can they explain, with reasons, their meanings and significance to individuals and communities?
- ✓ Can they explore and show understanding of similarities and differences between different religions and worldviews?
- ✓ Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth?
- ✓ Can they represent other's views on the same?
- ✓ Can they express their own ideas clearly in response?

What can we learn from religious texts?

- ✓ Can they describe different features of religions and worldviews?
- ✓ Can they make connections between different religions and world views?
- ✓ Can they reflect on their ideas?
- ✓ Can they describe and understand links between stories and other aspects of the communities they are investigating?
- ✓ Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities?
- ✓ Can they explore and describe a range of beliefs and actions?
- ✓ Can they understand different ways of expressing meaning?
- ✓ Can they observe and consider different dimensions of religion?
- ✓ Can they explore and show understanding of similarities and differences between different religions and worldviews?
- ✓ Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth?

Invaders or Settlers?

SCIENCE

Materials and their Properties:

- ✓ Can they test and group materials based on scientific evidence? (hardness, solubility, transparency, conductivity, insulation, magnetism)
- ✓ Can they explain the process of dissolving?
- ✓ Can they recover a substance from a solution?
- ✓ Can they decide how a mixture would best be separated? (filtering, sieving, evaporating)
- ✓ Can they give reasons for the uses of everyday materials based on scientific evidence?
- ✓ Can they show what they know about the properties of different materials?
- ✓ Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gasses)
- ✓ Can they describe changes using scientific words? (evaporation, condensation)
- ✓ Can they use the terms 'reversible' and 'irreversible'?
- ✓ Can they describe methods for separating mixtures? (filtration, distillation)
- ✓ Can they work out which materials are most effective for keeping us warm or for keeping something cold?

Invaders or Settlers?

History

- ✓ Can they use dates and historical language in their work?
- ✓ Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?
- ✓ Can they use their mathematical skills to work exact time scales and differences as need be?
- ✓ Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.
- ✓ Can they describe historical events from the different period/s they are studying/have studied?
- ✓ Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
- ✓ Can they appreciate that significant events in history have helped shape the country we have today?
- ✓ Can they appreciate how historical artefacts have helped us understand more about British lives in the present and past?
- ✓ Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?

Invaders or Settlers?

DT

Children to design and make an Anglo-Saxon settlement

Design:

- ✓ Can they generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make:

- ✓ Can they select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate:

- ✓ Can they evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- ✓ Can they understand how key events and individuals in design and technology have helped shape the world

Technical Knowledge:

- ✓ Can they understand and use mechanical systems in their products

Cooking and nutrition

- ✓ Can they prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- ✓ Can they understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Invaders or Settlers?

ART

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- ✓ Can they create sketchbooks to record their observations and use them to review and revisit ideas?
- ✓ Can they improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)?
- ✓ Can they learn about great artists, architects and designers in History?

Artists, architects and designers in history

- ✓ Can they continuously refer back to artists, architects and designers in history for inspiration or comparison? (link to Project)

Project

- ✓ Can they create a sketch book, record, revisit and review their ideas?
- ✓ Can they refer to artists, architects and designers in history to explain choices?
- ✓ Can they choose from a range of materials (e.g. pencil, charcoal, paint, clay)?
- ✓ Can they create a product that reflects a chosen artist, architect or designer or their own chosen one?
- ✓ Can they refer to sketch books and use them for planning?

Drawing: charcoal - line, texture

- ✓ Can they experiment with shading and perspective to create form and texture?
- ✓ Can they know that a short, hard line gives a different feeling to a more flowing one?

Sculpture – experimenting, form

- ✓ Can they plan and create a sculpture?
- ✓ Can they evaluate using artistic language?

Invaders or Settlers?

COMPUTING

Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration

- ✓ Can they understand that online content should not be adapted without permission or acknowledgement?
- ✓ Can they understand the importance of evaluating online information?
- ✓ Can they understand how different devices connect to the internet?
- ✓ Can they understand how to share and collaborate online using blogs, wikis, messaging?
- ✓ Can they identify elements on a web page?

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

- ✓ Can they explore and use a range of data handling resources?
- ✓ Can they use a spreadsheet or database for collecting data?
- ✓ Can they formulate questions accurately in order to solve problems?
- ✓ Can they analyse information and interrogate the data?
- ✓ Can they use a range of technology to present information for an audience?
- ✓ Can they combine media in order to present information effectively?
- ✓ Can they share using a variety of tools both on and offline?
- ✓ Can they evaluate and refine to produce effective presentations?

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

- ✓ Can they make good choices when they present themselves online?
- ✓ Can they know how to protect online identity?
- ✓ Can they choose a secure password?
- ✓ Can they know what appropriate and inappropriate use of the internet is?
- ✓ Can they understand how to use Report Abuse button?
- ✓ Can they understand both rights and responsibilities when online?

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

- ✓ Can they use effective strategies to search with appropriate search engines?

DISCRETE SUBJECT

PSHE

Keeping safe and managing risk

When things go wrong

Can they learn:

- about keeping safe online?
- that violence within relationships is not acceptable?
- about problems that can occur when someone goes missing from home?

Mental health and emotional wellbeing

Dealing with feelings

Can they learn:

- about a wide range of emotions and feelings and how these are experienced in the body?
- about times of change and how this can make people feel?
- about the feelings associated with loss, grief and bereavement?

DISCRETE SUBJECT

PE

Ball skills: Net games (Basketball cluster competition, cross-country cluster competition)

- ✓ Can they hit the ball with purpose, varying speed, height and direction?
- ✓ Can they understand the need for tactics?
- ✓ Can they start to choose and use some tactics effectively?
- ✓ Can they use forehand, back hand and overhead shots increasingly well in games they play?
- ✓ Can they spot the spaces in their opponent's court and try to hit the ball towards them?
- ✓ Can they position themselves on court?

Ball skills: Striking & Fielding (Cross-country cluster competition)

- ✓ Can they hit the ball accurately into spaces and to different parts of the field? Position their bodies and feet to hit the ball accurately?
- ✓ Can they plan as a team and organise themselves into different roles, choosing and using skills and tactics that affect the games positively?
- ✓ Can they strike a bowled ball?
- ✓ Can they use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency?
- ✓ Can they work collaboratively in pairs, group activities and small-sided games?

Dance:

- ✓ Can they explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.
- ✓ Can they compose motifs and plan dances creatively and collaboratively.
- ✓ Can they adapt and refine the way they use weight, space and rhythm in their dances.
- ✓ Can they perform different styles of dance clearly and fluently.

Gymnastics

- ✓ Can they choose and apply basic compositional ideas to the sequence they create, and adapt them to new situations?
- ✓ Can they use contrasting actions, e.g. move from a low travel to a high travel, from a high balance to a low balance?
- ✓ Can they describe how to refine, modify and improve performances?