

UNIT TITLE: Children of the Past

Anticipated Weeks: 15



CHILDREN OF THE PAST
Opportunities & Hook for Learning

<p>Broadening Horizons Picture News Assemblies</p>	<p>Spirituality Reflective Spaces</p>	<p>Emotional Awareness Circle times H2M Journey</p>
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<p>ENGAGE/HOOK:</p>	<p>History Box – Vikings</p>	
<p>MATHS</p> <p>Number: Place Value</p> <ul style="list-style-type: none"> I can round to the nearest 10 , 100 and 1000 I can count in thousands I can represent numbers to 10,000 I can find 1000 more or less I can compare and order and round 4 digit numbers I can count in 25s I can count across zero I can recognise some Roman numerals <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> I can add and subtract ones, tens, hundred, thousands I can add and subtract 4-digit numbers with and without exchanging I can estimate and check answers <p>Measurement: Length and Perimeter</p>	<p>ENGLISH</p> <p>Genre foci:</p> <p>Writing to inform: Diary Entry, Instructions (Autumn 1)</p> <p>Writing to Entertain: Character Description (Norse Myth), Dialogue within narrative (Autumn 2)</p> <p>(eg. settings, Recount, type of poetry)</p> <p>Class Novel/s: Monster Slayer by Brian Patten (Beowulf Tale); How to Train your Dragon by Cressida Cowell; Usborne book of Norse Myths</p> <p>Composition and Text</p> <ul style="list-style-type: none"> I can create a setting and describe a character. I can use organisational devices (bullet points, paragraphs, headings) <p>Vocab & Grammar</p> <ul style="list-style-type: none"> I can use a range of conjunctions to extend sentence with more than one clause I can use extended noun phrases <p>Punctuation</p> <ul style="list-style-type: none"> I can use capital letters and full stops 	<p>RE</p> <p>L2.7 Hinduism:</p> <ul style="list-style-type: none"> I can make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas I can describe how Hindus show their faith within their faith communities in Britain today (Mandir visit) indicating some differences in how Hindus show their faith. I can consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for ideas and talking about whether their learning has changed my thinking.

<ul style="list-style-type: none"> • I know about equivalent lengths • I can add and subtract lengths • I can calculate the perimeter of rectilinear shapes <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> • I can multiply and divide by 1, 0, 10 and 100 • I can multiply and divide using my 3, 6, 9 and 7 times tables 	<p>accurately.</p> <ul style="list-style-type: none"> • I can use speech punctuation mainly accurately 	<p>L2.9 Journey of life</p> <p>I can explain how different religions show their commitments during the journey of life (Islam, Hinduism, Judaism) with a focus on:</p> <ul style="list-style-type: none"> • Identifying beliefs about love, commitment and promise and describing what they mean, making links with how people live; • Describing what happens in ceremonies of commitment and what these rituals mean; • Offering informed suggestions about the meaning and importance of commitment ceremonies to religious and nonreligious people today; • Make simple links between beliefs about love and commitment and how religious people live; • Identifying differences in how people celebrate commitment (e.g. marriage, baptism); • Raise questions, suggest answers and give good reasons why ceremonies of commitment are or are not of value in the world today.
<p style="text-align: center;">ICT</p> <p>E-Safety:</p> <ul style="list-style-type: none"> • I can identify age limits and PEGI ratings for games and understand the importance of only accessing age appropriate content. <p>Computer Science:</p> <ul style="list-style-type: none"> • I can create a game with set criteria <p>Information Literacy:</p> <ul style="list-style-type: none"> • I can carry out and modify searches developing key words to improve accuracy • I can check the relevance and accuracy of search results • I can locate online content using some of the available advanced features in search engines. 	<p style="text-align: center;">SCIENCE</p> <p>Knowledge: (Animals, including humans)</p> <ul style="list-style-type: none"> • I can describe the simple functions of the basic parts of the digestive system in humans. • I can identify the different types of teeth in humans and their simple functions <p>Skills</p> <ul style="list-style-type: none"> • <i>Observe, describe and compare using KS2 scientific vocabulary</i> • <i>Predict what might happen and begin to explain why using everyday ideas and scientific facts/ideas</i> • <i>Draw tables to record observations</i> 	<p style="text-align: center;">ART</p> <p>Drawing:</p> <ul style="list-style-type: none"> • I can use knowledge of lines of symmetry to help draw accurate geometric shapes. • I can make informed choices about paper and media when drawing. <p>Painting:</p> <ul style="list-style-type: none"> • I can make and match colours with increasing accuracy. • I can use more specific colour language e.g. tint, tone, shade, hue. • I can choose paints and implements appropriately.

<p style="text-align: center;">DT</p> <p>Skills:</p> <ul style="list-style-type: none"> • I can follow instructions to make an Anglo Saxon pouch • I can use a needle and thread • I can cut out a pattern and fabric and create a seam allowance • I can evaluate my work • I can follow a recipe • I can use tools and equipment safely • I can use the oven <p>Makes: An Anglo-Saxon pouch A Viking loaf</p>	<ul style="list-style-type: none"> • <i>Group and order observations giving scientific reasons</i> <p>Knowledge: (Sound)</p> <ul style="list-style-type: none"> • I can identify how sounds are made, associating some of them with something vibrating <ul style="list-style-type: none"> • I can recognise that vibrations from sounds travel through a medium to the ear • I can find patterns between the pitch of a sound and features of the object that produced it • I can find patterns between the volume of a sound and the strength of the vibrations that produced it • I can recognise that sounds get fainter as the distance from the sound source increases <p>Skills:</p> <ul style="list-style-type: none"> • <i>Observe, describe and compare using KS2 scientific vocabulary</i> • <i>Collect evidence/find information to test out an idea/prediction or answer a question</i> • <i>Draw tables and bar charts to record data</i> • <i>Talk about how to improve their own work</i> 	<p>Sculpture:</p> <ul style="list-style-type: none"> • I can make informed choices about the 3D technique chosen. • I can show an understanding of shape, space and form, analysing and describing how this is created in artists' work. <p>Evaluation:</p> <ul style="list-style-type: none"> • I can build a more complex vocabulary when discussing art. • I can compare ideas, methods, approaches in my own, and others' work and say what I think and feel about them.
<p style="text-align: center;">HISTORY</p> <ul style="list-style-type: none"> • I can investigate the dates of significant events in the period of history between AD410 and 1066 • I can learn about Britain's settlement by Anglo-Saxons and Vikings through researching St Bede and Alfred the Great • I can use various sources to research different aspects of Saxon and Viking life • I can choose relevant material to present a picture of one aspect of life in Saxon and 	<p style="text-align: center;">GEOGRAPHY</p> <ul style="list-style-type: none"> • I can Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • I can look at the movement of the Vikings from Scandinavia to Britain • I can explore reasons for this and impact on Britain. • I can use maps to identify where Saxons and 	<p style="text-align: center;">PSHE</p> <p>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <ul style="list-style-type: none"> • I can recognise personal qualities and individuality • I can develop my self-worth by identifying positive things about themselves and their achievements • I can identify how my personal attributes, strengths, skills and interests contribute to my

<p>Viking life</p> <ul style="list-style-type: none"> I can suggest causes and consequences of some main events during AD410 and 1066 	<p>Vikings came from and where they settled</p>	<ul style="list-style-type: none"> self-esteem I can to set goals for my self I can manage when there are set-backs, learn from mistakes <p>Respect for self and others; courteous behaviour; safety; human rights</p> <ul style="list-style-type: none"> I can recognise how people’s behaviour affects me and others, including online I can model being polite and courteous in different situations and recognise the respectful behaviour I should receive in return (drama, roleplay, film clips etc) I can recognise the relationship between rights and responsibilities I can recognise the right to privacy and know when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell I can identify the rights that children have and why it is important to protect these I can recognise that everyone should feel included, respected and not discriminated against; how to respond if I witness or experience exclusion, disrespect or discrimination I can respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) and report concerns
<p>MUSIC</p> <ul style="list-style-type: none"> I can show control in voice. I can sing in tune with awareness of others. I can perform simple melodic and rhythmic parts with awareness of others. I can improvise repeated patterns growing in sophistication. I can notice, analyse and explore the way sounds can be combined and used expressively. 	<p>MFL</p> <ul style="list-style-type: none"> I can say where I live I know numbers to 100 I can say how I get to school, the transport I use and the directions I take I can research how Christmas is celebrated in Spain 	<p>PE</p> <ul style="list-style-type: none"> I can talk about how my work is similar and different from other performances and say how it can be improved. I can talk about my health and PE with reasons. I can create a gymnastic routine with co-ordination, in a controlled way, and choose dynamics to improve my strength.

<ul style="list-style-type: none"> • I can compose music that combines several layers of sound. • I am aware of the effect of several layers of sound. • I can begin to read some musical notes. • I know how many beats in a minim, crotchet and semibreve, plus recognise their symbol. • I can begin to recognise and identify instruments and numbers of instruments and voices being played. • I can describe the different purposes of music throughout history and in other cultures <p>Musician Focus: Kerry Andrew – <i>No Place Like</i> (BBC Ten Pieces)</p> <p>Topic Focus: Charanga: Glockenspiel 1</p>		<ul style="list-style-type: none"> • I can use maps/plans/diagrams to follow a route. • I can play competitive games and apply basic principles for attacking and defending • I can compare my performance with previous ones and demonstrate improvement to achieve my personal best
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<p>Outdoor Learning Opportunities Wattle and daub to make shelter Cooking on an open fire</p>
<p>Big Projects / Home learning Projects Design and make Viking long boat Design and make own wooden shield</p>