

Dustanburgh Class Overview - Spring Term (1) 2019

Topic: The Vikings

Subject	<p>This unit will teach the class about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.</p>
English	<p>Language and Literacy Fiction. Key writing purpose: To write a new episode for the story. The new episode: has a problem, reaction and resolution, has dialogue that sounds convincing because it is based on what I know about the characters, shows the characters' reactions to new situations.</p> <p>Grammar: includes correct use of first person (I, we) for a short part of the episode written by a first-person narrator.</p> <p>Language and Literacy Non-fiction. Key writing purpose: To write a balanced discussion text about whether break times are too short.</p> <p>The discussion text: is balanced (it includes statements that show I have thought about both sides of the argument), shares information with the reader in clear sentences that makes sense, shows clearly what is a fact and what is an opinion.</p> <p>Grammar: includes adverbs and adverbials to show that I am considering both sides of the argument, e.g. Some people think that, However, On the other hand.</p>
Maths	<ul style="list-style-type: none"> • Multiplication and Division
Science	<ul style="list-style-type: none"> • Year 3: Forces and Magnets. Children will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls. They will work scientifically and collaboratively to investigate friction, by exploring the movement of a toy car over different surfaces. Children will work in a hands on way to identify magnetic materials. Furthermore, they will conduct an investigation into the strength of different types of magnet. The children will have chance to explore the way magnetic poles can attract and repel in an exciting activity, making their own compass and using it to find hidden items. The children will use their understanding of magnetic attraction to design and create their own magnetic game. They will develop their scientific enquiry skills, making observations, predictions and conclusions. • Year 4: (please see Ford Topic Overview 'Science' for more detail)
Geography	<ul style="list-style-type: none"> • Name and label countries, routes, Viking Homelands and Settlements.

History	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. • Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Understand how our knowledge of the past is constructed from a range of sources.
Design technology	<ul style="list-style-type: none"> • Paper Longboat, Viking shield and brooch
Languages	<ul style="list-style-type: none"> • Develop practical communication in the French language
Religious education	<ul style="list-style-type: none"> • Christianity: Communities. Children will examine aspects of practice which reveal Christians belong to communities, with particular reference to worship and rites of passage/ceremonies that mark transitions in life.
Computing	<ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • 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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Physical education	Gymnastics: Shape Year 3, Movement Year 4
Music	<ul style="list-style-type: none"> • Charanga Music programme
Art and design	<ul style="list-style-type: none"> • Painting techniques including watercolours. Work with Hillary Waugh and local artist, Brian D. Powell

Homework, including spellings, goes home on Fridays. Please return homework folders to school on Thursdays. A copy of our Homework Policy is on the school website

<http://www.hipsburn.northumberland.sch.uk/website>

Spelling and multiplication tests are every Friday.

Useful Links

KS2 Maths <http://www.bbc.co.uk/bitesize/ks2/maths/> <http://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

National Curriculum <http://www.educationengland.org.uk/documents/pdfs/2013-nc-framework.pdf>