

Topic: Vikings and Anglo-Saxons

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| Topic Overview | 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. |
| English | <ul style="list-style-type: none"> Arthur and the Golden Rope by Joe Todd Stanton. Key writing purpose: Narrative writing, Character descriptions, planning and diary entries. Grammar: includes correct use of first person (I, we). The Saga of Biorn (animation). Non-fiction. Key writing purpose: To write persuasive letters from Biorn to gain entry into Valhalla. |
| Maths | <ul style="list-style-type: none"> White Rose Maths. Number: Place Value, Addition and Subtraction |
| Science | <ul style="list-style-type: none"> 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. |
| 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. |
| Religious Education | <ul style="list-style-type: none"> Creation. What do Christians learn from the Creation Story? |
| Computing | <ul style="list-style-type: none"> Computing systems and networks .Connecting computers: develop understanding of digital devices, with an initial focus on inputs, processes, and outputs. Start by comparing digital and non-digital devices, before computer networks that include network infrastructure devices like routers and switches. The internet: apply knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. Learn that the World Wide Web is part of the internet, and be given opportunities to explore the World Wide Web to learn about who owns content and what they can access, add, and create. Evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. |
| PSHE, Citizenship and Relationships Education | <ul style="list-style-type: none"> Health and Wellbeing: Think Positive. The unit is designed to build on what the children have already learnt about feelings, both positive and negative and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning |
| Physical Education | <ul style="list-style-type: none"> Gymnastics: Shape and Movement |
| Music | <ul style="list-style-type: none"> Charanga music scheme : Let Your Spirit Fly |
| Design and Technology and Art and Design | <ul style="list-style-type: none"> Learn about the variety of art produced by the Anglo-Saxons: the intricate jewellery made using precious stones, the sculpture and carving in rock and bone as well as the delicate embroidery used in the creation of the Bayeux Tapestry. We will learn how to |

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| | make a Viking-inspired brooch, shield and longboat. Create landscapes/Northern Lights with pastels and weave. |
| French | <ul style="list-style-type: none"> Getting to Know You: this unit will teach the class about basics of the French language. The class will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are. |

Homework and spellings are set every Friday.

Please return homework every Thursday.

Spelling and multiplication tests are every Friday morning.

Spellings can be found on the school website on the Ford Class Page.

The Times Tables Challenge and our Homework Policy are also on the school website:

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

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>

<https://whiterosemaths.com/homelearning/year-3/>

<https://whiterosemaths.com/homelearning/year-4/>

<https://www.twinkl.co.uk/resources/parents>