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| Traders and Raiders | Engage  25.2.19 | Develop  4.3.19 | Develop  11.3.19 | Develop  18.3.19 | Innovate  Project board challenge  25.3.19 | Express  1.4.19 |
| Events Diary |  | 6/3/10 Ash Weds Service 9am – All Hallow’s Church  7/3/19 World Book Day – Big Booky Breakfast | 14/15th March Bikeability at Greenhead.  15/3/19 Red Nose Day | 19/3/19 Allendale Dance Festival | 28/3/19 Mother’s Day Afternoon Tea  28/3/19 – BHF fundraiser | KS2 Sleepover |
| Maths  Year 3 | -Count up and down in tenths: recognise that tenths arise from dividing an object into 10 equal parts and in dividing one digit numbers or quantities by 10.  -Write simple fractions, for example ½ of 6 = 3 and recognise the equivalence. | -Recognise, find and write fractions as a discrete set of objects: unit fractions and non-unit fractions with small denominators | -Recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators. | -Recognise and show, using diagrams, equivalent fractions with small denominators | -Add and subtract fractions with the same denominator within one whole.  -Compare and order unit fractions, and fractions with the same denominator. | -Solve problems that involve all of the above. |
| Year 4 | -Recognise and show, using diagrams, families of common equivalent fractions.  -Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. | -Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.  . | -Add and subtract fractions with the same denominator | -Recognise and write decimal equivalents of any number of tenths or hundreds.  -Recognise and write decimals equivalent to | -Find the effect of dividing a one or two digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.  -Round decimals with 1 decimal place to the nearest whole number. | -Compare numbers with the same number of decimal places up to 2 decimal places.  -Solve simple measure and money problems involving fractions and decimals to 2 decimal places. |
| Year 5 | -Read and write decimal numbers as fractions.  -Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.  -Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place. | -Read, write, order and compare numbers up to 3 decimal places.  -Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per 100’, and write percentages as a fraction with denominator 100, and as a decimal fraction. | -Solve problems involving number up to 3 decimal places.  -Solve problems which require knowing percentage and decimal equivalents of ……. And those fractions with a denominator of a multiple of 10 or 2 | -To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.  -To establish whether a number up to 100 is prime and recall prime numbers up to 10.  -Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). | -Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.  -Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for two digit numbers.  -Divide numbers up to 4 digits by a one digit number using the formal method of short division and interpret remainders appropriately for the context. | Consolidation |
| Year 6 | Associate a fraction with division and calculate decimal fraction equivalents 0.375 = 3/8  Identify the value of each digit in numbers given to 3 decimal places and multiply and divide by 10 100 and 1000 giving answers up to 3 decimal places. | Multiply one digit numbers with up to 2 decimal places by whole numbers.  Use written division methods in cases where the answer has up to 2 decimal places. | Solve problems which require answers to be rounded to specified degrees of accuracy.  Recall and use equivalences between simple fractions, decimals and percentages, including different contexts. | Use simple formulae.  Generate and describe linear number sequences  Express missing problems algebraically.  Find pairs of numbers that satisfy an equation with 2 unknowns.  Enumerate possibilities of combinations of 2 variables. | -Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.  -Solve problems involving the calculation of percentages (for example, of measures and such as 15% of 360) and use the percentages for comparison. | -Solve problems involving similar shapes where the scale factor is known or can be found.  -Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.  -Enumerate possibilities of combinations of 2 variables. |
| English  Speaking and Listening | En SL 7 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Hi 3; En SL 6, 9; Co 5, 7; PSHE 4b; En W C 1b  Imagine they have landed on the panoramic beaches of Brancaster in Norfolk, stepping out of their boat and heading ashore. Look at pictures of the deserted beach and discuss how the Saxons might have felt as they viewed this for the first time. Draw a picture or search online for an image of a Saxon invader then annotate with speech and thought bubbles to reveal their thoughts on arriving in a new land.    Note  The invaders came from the countries we now call Scandinavia and Germany. They were known as Saxons, Angles and Jutes.  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  Hi 3; En SL 1, 6, 7; Co 6; PSHE 4b  Pair up! Take on the role of either a Saxon arriving on the East Coast or an observing monk. Work out a conversation between the two as they meet on the beach. Consider what they might have said to each other, the questions they would have asked and the answers they might have given.    Note  Children could record their dialogue using digital voice recorders (although these were definitely not available in the Dark Ages!) | En SL 4 Articulate and justify answers, arguments and opinions.  Hi 3; En SL 1, 6, 9, 11; En R C 1a, 1d, 2c; PSHE 4b  Use a range of historical source materials to find out about Arthur, a great leader who fought against the Angles and Saxons. Discuss whether, in their opinion, he really existed and support their opinions by giving reasons from texts read.    Note  Provide the children with a number of different accounts from historical source materials that give a variety of views on who Arthur was, including when and if he existed. | En SL 7 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Hi 3; En SL 1, 4, 6, 8, 9; PSHE 4b, 5f  Look at images of the Anglo-Saxon king, Alfred the Great (AD 849–899). Work in groups or pairs to make thoughtful observations, gathering as much evidence as possible from the pictures about who this man might have been. Feed their ideas back to the class before listening to a ‘reveal’ – a story or presentation that tells them who he was and why he was such an important historical figure.    Note  Read the children a simplified version of Alfred the Great’s life, explaining who he was, what he did and why he was considered one of the greatest Englishmen of all time. Today, in Alfred’s birthplace of Winchester, there is a statue of him that was erected 1000 years after his death! | En SL 5 Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  Hi 4; En SL 1, 6, 9, 11; Mu 5; PSHE 4b  Take part in a Viking feast prepared by the kitchen thralls to celebrate another successful invasion by their warriors. Taste treats fit for a king including honey, freshly baked bread, roasted lamb, cottage cheese, butter, berries, plums and dried fruit, while listening to the Viking musicians playing their sweet music. Afterwards, talk about how the food tasted and whether or not they enjoyed the menu!    Note  Organise the children into small groups with taster plates and play atmospheric Viking music as they taste the foods. Ask them to give feedback to the chieftain describing what they liked about the feast plates. (You might want to give the more exotic dishes such as elk, bear, puffin and whales a miss as they are quite tricky to source at your local supermarket!) Be aware of allergies and dietary needs when selecting food to sample.  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  Hi 4; En SL 8, 10; En R C 1f; En W C 5  Practise performing their poem (and hurry… because the King is waiting to hear it!) Rehearse reading it together in time and with dramatic effect so that the King and his nobles will be suitably entertained!    Note  Invite King Olaf to hear the children’s poems. Perhaps he could exchange hearing the poems for a payment of a Viking coin or maybe a story or two? Remember to thank him, he carries a fearsome battle axe, you know! |  | En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  Hi 3, 4; En SL 1, 5, 6, 7, 8, 9; PSHE 4b  Imagine they are a Viking or Anglo-Saxon child living in a small village in Britain during the Dark Ages. Brainstorm what they would do in a normal day.    Note  Children might work individually or in pairs to brainstorm their ideas. Ask them to report back their ideas to the whole class and combine them to form a timeline entitled, ‘A day in the life of a child in the Dark Ages’. |
| Reading | En R C 3 Retrieve and record information from non-fiction.  Hi 3; En SL 6, 9; En R C 1a, 1b, 4  Read and discuss a record written by a monk, viewing the scene from a nearby monastery (during the Dark Ages, monks were some of the only people who wrote things down). Highlight important facts and information contained in the record and use a range of historical sources to check the accuracy of his observations.    Note  You will need to prepare a ‘record’ of the monk’s observations for the children to read that includes details about what type of ship the Saxons arrived in, what they wore and what they did as they landed. Monastic reports and records are probably our most reliable and accurate sources for this period of history. | En R C 1a Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  En R C 1d, 2a; En SL 1, 5, 6, 9  Listen to a reading of the poem, The Legend of King Arthur, written by Thomas Percy (1729–1811). Discuss which parts they understand and which they find difficult. Reading with a partner, analyse the text and try to translate a chosen verse into modern-day English.    Note  If the language is too difficult for some children, create a modern, simplified version and ask them to read it in pairs, explaining the meaning of each verse in their own words. | En R C 3 Retrieve and record information from non-fiction.  Hi 3; En R C 1a, 1b, 1d; En W C 1b; En SL 1, 2, 6, 11; Co 5, 7  Read various non-fiction books to find out more about King Alfred. Gather their notes and findings and record them in a simple list of bullet points. Compare notes and findings with others in the group and contribute to a class fact file for display throughout the week’s work.    Note  Many websites are dedicated to the history of King Alfred, who is the 32nd great-grandfather of Elizabeth II. Finish the lesson by reading the children the story of King Alfred and the Cakes. | En R C 1d Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.  Hi 4; En R C 1a; En SL 1, 9  Listen to and read some of the stories that entertained the Vikings at feasts and celebrations, such as the story of Thor’s fishing trip, or Sigurd the Dragon-slayer. After listening and rereading for pleasure, sit in a circle and take part in an atmospheric class retelling of one of the stories, each covering a part in sequence.    Note  It was commonplace for Vikings to listen to stories after feasting. Stories were told from memory and passed down through generations. Popular legends were sometimes carved in stone or wood. A circle setting helps children to retell a story in sequence and with the help of others, if necessary. Pass a rune stone around the circle to indicate whose turn it is to speak. |  |
| Writing | En W C 2b Organise paragraphs around a theme.  Hi 3; En W C 1b, 2a, 2d  Work with a partner to plan and write a short report on the arrival of the Saxons on Brancaster beach from the viewpoint of a local onlooker. Include information, written in a logical sequence, about the Saxon landing, their behaviour as they disembark, what they unload and how they interact with the locals they meet. Include examples of dialogue from their conversations as reported speech.    Note  The monk St Bede reported that the Jutes settled on the Isle of Wight, the Angles settled in what is now called East Anglia and the Saxons occupied the majority of South East England. | En W C 2b Organise paragraphs around a theme.  Hi 3; En W C 1b, 2a; En SL 1, 6, 9; En R C 2c  Work in groups to discuss and build up a character profile about Arthur. Use a range of source materials to gather evidence and make assumptions about the type of man he was. Discuss why they and other historians are unable to prove or disprove his existence. Begin to organise short paragraphs that address different aspects of his character.    Note  Children who require support could start by sorting cards that show different characteristics, such as brave, happy, clever and stupid, writing a sentence or short paragraph to explain their choices.  En W C 2a Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  Hi 3; En W C 2c; En R C 1d; Co 6; En SL 1, 6  Listen to or read a popular retelling of the legend of King Arthur. Retell the legend in their own words presenting it as a comic strip. Plan what to include in each box and how many boxes to use. Use drawings, text, thought and speech bubbles to help retell the whole story. Discuss their plans or ideas with an adult or writing partner.    Note  The legend of King Arthur, like most good stories, gets better in the telling over the years. The first written account of Arthur was around AD 830 by a writer known as Nennius.  En W C 2c In narratives, create settings, characters and plot.  Hi 3; En W C 3a, 3b, 5; En SL 6, 8, 9  Refine and finish their individual stories, checking they have followed the correct sequence. Read their story aloud to a partner (or a group of children) and reflect upon how effectively they have retold it.    Note  Children could discuss how stories, myths and legends change and grow over time. After finding out more information about the Arthurian legend, do they now believe it to be fact or fiction? | En W C 1b Discuss and record ideas.  En R C 1b, 1c, 2c; En SL 6, 9; En W Sp 5; PSHE 4b  Read and discuss Alfred the Great’s words, ‘I desired to live worthily as long as I lived, and to leave after my life, to the men who should come after me, the memory of me in good works’. Highlight any unfamiliar words and check their meaning. Work in pairs to rewrite the quote in their own words, making King Alfred’s meaning clear. Brainstorm words that describe King Alfred’s character, recording them around a favourite image of him.    Note  Children should have access to dictionaries and a thesaurus to help them find interesting words and synonyms and to spell these correctly.  En W C 3a Assess the effectiveness of their own and others’ writing and suggest improvements.  En R C 2f; En SL 1, 6, 11  Use their initial ideas to list adjectives, similes and metaphors that effectively and powerfully describe King Alfred. Share their ideas with a writing partner and improve and adapt their work according to others’ feedback.    Note  Model the use of metaphors and similes, giving the children some interesting examples. For instance, ‘King Alfred was wise’ could become ‘King Alfred was wise like an old owl’ or ‘Alfred was a fierce lion who protected his people against Viking invaders’.  En W C 4 Proof-read for spelling and punctuation errors.  Hi 3; En W C 3b, 5; En SL 1, 2, 7, 9  Complete their character profiles, presenting their work with a sketch or image of the King. Check their work for grammatical and spelling errors, making changes where appropriate. Share their work with others in the group.    Note  You could finish by hotseating King Alfred, asking and answering questions that delve deeper into his feelings about the Viking invaders and the kingdom he fought to protect. | En W C 1b Discuss and record ideas.  Hi 4; En SL 1, 6, 9, 11; En R C 1b, 2f, 3; Co 5, 7  Imagine they are a skald (poet) of the famous Viking, King Olaf. Working with a partner skald, draft ideas for a poem to entertain the King and his important guests at a royal feast (remembering that what he most wants to hear is that he is an amazingly brilliant warrior!) Seek out information, ideas and vocabulary from different research resources.    Note  Kings had their own poets called skalds. They would create and read poems to entertain the guests and the subject matter often focused on how great the King was – of course! Children could decide what type of poem they would like to prepare for King Olaf, perhaps a rhyming poem, a free verse, a haiku or a calligram! Provide writing frames for those who need them.  En W C 3a Assess the effectiveness of their own and others’ writing and suggest improvements.  Hi 4; En W C 2a, 3b, 4; En R C 1f; En SL 1, 6, 8, 9  Refine and complete their poems, making sure they include lots of detail about the King’s prowess in battle, praising his skills, weapons and victories. Read aloud in pairs to make sure their poems work well and are splendid enough to read to the King!    Note  Before the children write their poems, brainstorm some powerful Viking adjectives, verbs and adverbs that they could use. Metaphors and similes would also impress the mighty monarch! | En W C 2c In narratives, create settings, characters and plot.  Hi 3, 4; En SL 2; En R C 1b, 3  Choose a character to role play in their historical narrative, deciding where they live, their name and whether they are an Anglo-Saxon or a Viking. Write a few sentences to describe themselves and identify the setting for their story.    Note  Playing audio sounds of a farm might help the children imagine the village setting. Pictures and non-fiction books will also help them create an authentic setting.  En W C 2c In narratives, create settings, characters and plot.  Hi 3, 4; En W C 2a, 2b  Choose an ‘event card’ from a story sack that presents a dilemma or happening to include in their narrative. Weave the scenario into their story, making it as exciting and interesting for the reader as possible. Use transitions such as first, before, later on, next and after that.    Note  Put a range of ‘event cards’ into a sack so children cannot see what they are choosing. Events might include an invasion, finding a lost sword, the death of their King, a visit from a god, finding hidden treasures, a village feast, a trade fair, a trip to town or a fire in the longhouse. Remind the children to use powerful, vivid language to express their character’s emotions and to show their reaction to the events in the story.  En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  En W C 2a, 2b, 2c, 3a; En SL 1, 6, 9  Consider how they want to resolve their event and close their story, writing a final paragraph that gives the story a satisfying, interesting and unique ending (it might be a cliffhanger, a scene setter for a sequel, or there might be a shocking final twist!)    Note  You could look at a range of great examples of the types of endings suggested above. Charlie and the Glass Elevator has a good sequel ending (’Well Charlie,’ said Grandpa Joe. ‘It’s certainly been a busy day.’ ‘It’s not over yet,’ Charlie said laughing. ‘It hasn’t even begun.’)  En W C 3a Assess the effectiveness of their own and others’ writing and suggest improvements.  En W C 3b, 4, 5; En SL 1, 6, 8, 9  Read through their story, checking that sentences are complete and make sense, words are spelt correctly, proper nouns are capitalised and sentences correctly punctuated. Read their story aloud to a partner or adult and ask them which parts they really enjoyed or thought were most successful.    Note  Children could dress up as their character and take a photograph to display alongside their story. |
| Science Y3 | Forces and scientific enquiry | Magnets exert attractive and repulsive forces (including non-contact forces) on each other.  Magnets exert non-contact forces, which work through some materials.  Magnets exert attractive forces on some materials.  Magnetic forces are affected by: magnet strength, object mass, distance from object and object material.  Identify and compare the suitability of different everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses.  To find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | | | | |
| Science Y4 | Materials change state by heating and cooling.  Some changes can be reversed and some cannot.  When two or more substances are mixed and remain present the mixture can be separated.  Heating causes changes of state.  The temperature at which given substances change state are always the same.  Materials can be divided into solids, liquids and gases.  Solids, liquids and gases are described by observable properties. | | | | |
| Science Y5 | Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces  Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | | | | |
| Science Y6 | Plan different types of scientific enquiry to answer questions. Decide which variables to control. Make accurate and precise measurements Decide what to observe, how long to observe for and whether to repeat them. Take accurate and precise measurements using standard units N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/ sec Select equipment on my own and can explain how to use it accurately. Record data and results of increasing complexity Choose how best to present data. Communicate findings using detailed scientific language. Draw scientific, causal conclusions using the results of an enquiry to justify my ideas. Distinguish opinion and facts. Use my findings to make predictions and set up further enquiries Explain my conclusion using scientific knowledge and understanding Begin to use abstract models to explain my ideas. Explain my ideas with scientific reasons. Use scientific conventions eg trends, rogue result, support prediction | | | | |
| Science: Develop scientific enquiry. | | | | | Although the Vikings and Anglo-Saxons were at loggerheads most of the time, they actually had much in common. Both civilisations contained farming people, warriors and raiders who were determined to conquer new lands.  Today is a rare occasion! The Vikings and Anglo-Saxons are meeting at a Trade Fair to talk, share expertise and trade their wares.  Let’s hope the day will pass without any cross words!  Spoken language  En SL 5 Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  En SL 6 Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  Writing  En W C 1b Discuss and record ideas.  Reading  En R C 1a Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Mathematics  Ma M 4 Estimate, compare and calculate different measures, including money in pounds and pence.  Computing  Co 6 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.  D&T  DT D 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  DT M 2 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.  Decide whether you will be an Anglo-Saxon or a Viking. When you have decided, give yourself an authentic name.  Make an identity brooch to wear so that everyone knows your name. You should also decide what you will sell and indicate this on your brooch. You might be a weaver, a jewellery maker, a baker, a farmer, a potter, a ship builder or a smith.  Decide what you will make for the Trade Fair. Make a list of everything you will need to make your wares.  Plan how you will make your trading items – perhaps a mini boat made from lolly sticks, a woven piece of cloth, a scary-looking battle axe or a silver brooch shaped like Thor’s hammer?  Take photographs to show how your craft work develops. Share the images with other craftspeople to compare the techniques and skills  you used.  Remember, you will need to decide how much to charge buyers for your wares.  Invite the local tribes to the Trade Fair! Write your invitations on rune stones if you are a Viking, or on parchment if you are a Saxon.  Set out your stall and get ready to trade! Remember this is also a skills exchange, so your guests and customers might ask how you made your items. Be ready to explain how you did it!  The market place is open. Time to sell!  Wow… they bought everything! That went well! It’s time to count up how much money you have made.  Perhaps, before you once again become warring factions, you could sit and share a story or two? What favourite story will you tell?    CONGRATULATIONS! You have completed your Innovation Challenge. |  |
| Computing |  | Co 6 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.  Hi 3; Co 7; En SL 1, 6, 9, 11  Use stop motion animation software to create a moving and talking King Arthur. Add audio to make Arthur address a waiting crowd of Britons before going into battle.    Note  Children could make their figure using coloured modelling clay or by making a simple card cut out that can be moved around a ‘set’. Ask the children to think carefully about what Arthur may have said to his men. | Co 6 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 givengoals, including collecting, analysing, evaluating and presenting data and information.  Co 4, 5, 7; En W C 2b; Hi 3  Use the web to find and download images showing a range of Anglo-Saxon artefacts. Import selected images into presentation software to create a virtual Saxon artefact museum. Write a short paragraph under each artefact including what it was made from and how it was used in everyday life.    Note  To enhance their virtual museum, children could digitally record their paragraphs and insert a ‘click and play’ sound file link into the presentation. |  |  |
| Music |  | Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Hi 3; En W C 1a, 1b, 3a, 5; En SL 1, 9, 10; Mu 2, 6; PSHE 4b, 5f  Listen to the nursery rhyme, When Good King Arthur Ruled This Land. Practise the tune and sing it as a whole class using their voices expressively. Refer back to their character profiles in order to write their own verse about King Arthur’s character or an event in which he was involved. This could include: a battle, a discussion with his knights around the round table or a feast in his castle. Work in small groups to draft their verses using the same syllabic pattern as the original rhyme. Perform their verses to the class using expression and intonation. Think about the volume and tone of their voices. Appraise each other’s lyrics and performance.    Note  Sheet music and sound files are available online. You could make children aware of the fact that nursery rhymes have historical origins and reflect events in history. Explain that the meanings of these rhymes have become obscure over time as retellings have changed over the years. Children may wish to add percussion or musical accompaniment to their verse. |  |  |  |
| R.E. | Salvation – LM to complete | Salvation – LM to complete | Salvation – LM to complete | Salvation – LM to complete | Salvation – LM to complete |
| P.E – cornerstones. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 1, 6  Take part in games and activities and practise tactics for attacking effectively, maintaining team possession of a ball and strategically getting into position to score. Play games such as tag rugby and bench ball to understand why successful defence is as important as effective attack.    Note  Bench ball involves two teams, two benches (one at each end of a badminton court), a ball and some bibs. Each team nominates one player (as catcher) to stand on the bench in the opposition’s half of the court. The remaining players arrange themselves anywhere (other than the bench) in their half. You start the game by throwing the ball into the centre of the court. Any player can try to gain possession. The aim of the game is to get the ball to their catcher without the catcher falling from the bench. When a team member has the ball they must stop and pass. There are many ways to adapt this game depending on the ability (and competitiveness) of the children. | Viking Dance with Hannah | Viking Dance with Hannah | Vikings Dance at Allendale Dance Festival. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  PE 5; Hi 3, 4; En SL 1, 6  Take part in an outdoor tournament of physical challenges and competitive games. Work as part of a team (either the Anglo-Saxons or Vikings), revisiting competitive games played throughout the project and applying the attack and defence skills learnt.    Note  You could include versions of more authentic games and tasks of the time such as the water bucket carry, the boulder throw (use a bean bag or foam javelin to represent the boulder) and a tug of war. |
| PHSCE | Year 3/4  Knowing myself  I know that change can be really good and can tell you about some changes that have made our lives much better.  I know that everybody goes through many different sorts of change all the time.  I can tell you about some of the things that have changed in my life, and how I feel about them.  I know that what we feel and think affects what we do (how we behave).  I can tell you why I behave as I do when I am finding a change difficult.  Y5/6  Knowing myself  I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.  I can tell you some of the good things about me that my classmates like and value. | Year 3/4  Understanding my feelings  I know that even changes we want to happen can sometimes feel uncomfortable.  I can tell you how I would feel if a change that I didn’t want to happen was imposed on me.  I know some of the reasons that change can feel uncomfortable and scary.  Year 5/6  Understanding my feelings  I understand how it might feel when a change takes you away from familiar people and places.  I can tell you my 'sore spots'.  I can recognise when I might over-react because someone has touched a ‘sore spot’.  I recognise that my behaviour is my responsibility, even when someone has touched a ‘sore spot’.  I know that it is natural to be wary of change, and can tell you why.  I know that all feelings, including uncomfortable ones have a purpose and give us information.  I understand why I behave the way I do sometimes when I feel uncomfortable. | Y3/4  Understanding the feelings of others  I can sometimes understand why other people are behaving as they are when they are finding a change difficult.  Year 5/6  Understanding the feelings of others  I can try to understand why people might behave the way they do when they are facing a difficult change.  I know that people respond differently to changes and challenges.  I know that many children have mixed feelings about going to secondary school.  I try to understand other people’s behaviour by thinking about what they might be feeling or thinking.  I can tell you about how people might feel and behave when they go to a new school. | Year 3/4  Managing my feelings  I know some ways of dealing with the feelings that sometimes arise from changes.  Year 5/6  Managing my feelings  I know that when I move to secondary school many things in my life will stay the same.  I have some strategies for managing the feelings that I might experience when I change schools.  I know that sometimes there can be positive outcomes from changes that we didn’t welcome initially. | Year 3/4  Belonging to a community  I can tell you how it feels to belong to a group and know it’s important for everyone  Planning to reach a goal  I can tell you about a plan I have made to change something about my behaviour.  I can think about and plan to overcome obstacles.  Year 5/6  Belonging to a community  I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident. |
| French | Year 3  •Understand a few familiar spoken words and phrases, e.g. teaches instructions, colours, days of the week, numbers  •Say and/or repeat a few words and short simple phrases – e.g. what the weather is like, classroom objects  •Imitate correct pronunciation with some success | Year 4  •Show an awareness of sound patterns  •Answer simple questions and give basic information – e.g. about the weather, brothers and sisters, pets  •Respond to a clear model of language.  •Understand a range of familiar spoken phrases – e.g. basic phrases concerning myself, my family and school, basic phrases concerning myself, my family and school | Year 5  •Ask and answer simple questions– e.g. taking part in an interview/survey about pets/favourite food, talking to a friend about hobbies  •Talk about personal interests  •Understand the main points from a spoken passage made up of familiar language – e.g. basic telephone message/weather forecast | Year 6  •Understand the main points and some of the detail from a short spoken passage – e.g.  •sentences describing what people are wearing  •an announcement  •Take part in a simple conversation  •Express an opinion  • Begin to understand how accents change letter sounds.  • Can substitute items of vocabulary to vary questions or statements.  • Pronunciation is becoming more accurate and intonation is being developed | Consolidation |
| History | Hi 3 Learn about Britain’s settlement by Anglo-Saxons and Scots.  Hi 4; Co 5, 6, 7; En R C 1b, 3; En SL 6  Find out the dates of significant events in the period of history between AD 410 and 1066. Work collectively to check dates and order to produce a timeline.    Note  Provide a range of information cards that outline significant events of the period. For example, Roman rule ends in Britain, Saxon raids worsen, Offa’s Dyke is built, Viking raiders first attack Britain and Alfred becomes King. There are lots more to choose from!  Hi 3 Learn about Britain’s settlement by Anglo-Saxons and Scots.  En R C 1b, 3; En W C 1a, 1b; En SL 3; Co 5, 7; PSHE 4b  Learn about the famous monk, St Bede (AD 673–735). Discover why he is such an important historical figure. Use a selection of source materials to find out about him and develop a character profile about him and his work.    Note  The children could begin by looking at images of the monk or even ‘meeting’ St Bede in person! Widely regarded as the greatest Anglo-Saxon scholar, St Bede wrote about 40 books. His most detailed account is from AD 730, 300 years after the Saxon invasions began. Many modern-day schools and churches are named after him. | Hi 3 Learn about Britain’s settlement by Anglo-Saxons and Scots.  En R C 1b, 3; En SL 1, 3, 6, 9, 11; Co 5, 7; PSHE 4b, 5f  Work in research groups to explore the everyday life of Anglo-Saxon settlers. Use historical source materials to build up their information, creating an information board to share with others in the class. Think carefully about the most effective way to record their historical information on their boards.    Note  This is a good way of getting all the children involved and sharing out resources. Groups could research homes, farming, food, hierarchy within a kingdom, crime and punishment, beliefs, customs, fighting and clothing. Remind children to use images, drawings and text to create an interesting and informative information board. From AD 600 onwards, the permanent settled population of Britain, a mixture of the indigenous people and the invading Saxons, became known as Anglo-Saxons. | Hi 4 Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  En R C 2b, 3; En SL 3, 6, 11; Co 5, 7; En W C 1b, 2d; PSHE 5f  Beware… the Viking raiders! Consider the questions ‘Who were the Vikings? Where did they come from?’ Work in groups to research information about the first Viking invasions of Britain. Decide how to record the information they have gathered.    Note  In around AD 789 low ships appeared on the horizon off the coast of Wessex. The Vikings had arrived to begin many more years of violent invasion for the people of Britain! | Hi 4 Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  En R C 1b, 3; En SL 1, 3, 6, 9; Co 5, 6, 7; PSHE 4b, 5f  Use various historical source materials including websites. Work in small groups to research in detail a particular aspect of Viking life (ships, weapons, life for women and children, famous Vikings, homes, farming, warriors, explorations and treasures would all make fascinating topics). Present their findings to the rest of the group and produce a collaborative reference book they can use during the project.    Note  The Viking Age in Britain began about AD 793 and lasted over 200 years. Bands of fierce raiders began to once again attack England’s shores just like the Anglo-Saxons had done 400 years before.  Hi 4 Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  En R C 1b, 3; En SL 2, 3, 9; Co 5, 7; PSHE 4b  Research Viking beliefs about death and the afterlife. Compare the ways in which Vikings of different class and importance were buried, from magnificent Viking ship burials of the wealthy and important, to the underground chambers where poor peasants were buried. Produce a class set of questions and use research methods to find the answers.    Note  Valhalla was the Viking heaven, where Odin welcomed dead heroes who died in battle. Those who died elsewhere were sent to Viking hell, a dark and frozen world known as Niflheim. | Hi 4 Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  En SL 1, 9; En R C 1a, 1d  Listen to the story of Alfred the Great’s battle against the Viking army in January AD 871 (available on The Hub). Then dramatise the story by taking on the roles of the main characters and the roaring hordes of soldiers.    Note  You may want to role play this in a large outdoor space. You could narrate the story so the children can act along to your reading. Alfred is remembered as the greatest Anglo-Saxon king and even contemporary royals take Alfred as a middle name!  Hi 4 Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  En R C 1b, 2b; En SL 6; Co 5, 7  Add kings of England after Kings Alfred’s death to the class timeline. Include Edward the Elder, Athelstan, Edgar the Peaceful, Edward the Martyr, Ethelred the Unready, Canute, Harold I and Edward the Confessor.    Note  Children could find out why the kings were given nicknames. For example, why was Ethelred unready? Discuss what their own royal nickname might be. |
| Geography | Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Hi 3; Ge SF 3; Ge HP 1, 2; En SL 3; Co 5, 7  Use maps, including those online, to locate ‘Saxon shore forts’, built by the Romans in the middle of the 3rd century to repel the seaborne Saxon raiders. Make a sketch map of Britain showing the shore forts as well as identifying nearby towns, rivers, estuaries and other significant geographical features.    Note  Saxon shore forts were Roman coastal defensive forts, built in response to the appearance of seaborne Saxon raiders from the middle of the 3rd century. The forts were built along the coast mostly on points that the Romans felt were vulnerable to invasion. Search online to see the spread of Saxon shore forts across the UK. | Ge SF 2 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.  Hi 3; Ge LK 2; Co 5, 7  Use Ordnance Survey maps of the south west of England to locate the following sites (use the key to identify specific sites and features): Cadbury Castle, the Shropshire village of Wroxeter, Mitchell’s Fold Stone Circle, Glastonbury Tor, Tintagel in Cornwall and Slaughterbridge.    Note  Use web-based searches to investigate the significance of these sites in relation to Arthurian legend. As an additional challenge, locate the six-figure grid reference for each site using the online mapping tool, Where’s the Path. | Ge HP 2 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  Hi 3; Ge LK 2  Find out where the Saxon invaders settled in Britain, searching for towns and villages that have names derived from Saxon words. Draw a sketch map of England to show where these towns and villages are located.    Note  One way to trace Saxon settlements is through place names such as -burh, -feld, -ing, -ton, -wick, -den and -ham. | Ge LK 1 Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Hi 4; Ge SF 1; En R C 1b  Use maps of Europe to identify countries that the Viking raiders came from. Draw a sketch map of Europe to show their findings. Discover the importance of the city of York.    Note  The Vikings came from Norway, Sweden, Denmark and raided as far as Russia. They even discovered Iceland! The Vikings captured the northern English city of York in AD 866, with the city becoming known as Viking ‘Jorvik’. The Jorvik Viking Centre, a museum dedicated to the Viking history of the town, can be found in York today. | Ge LK 2 Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Hi 4; Ge SF 1; Co 5, 7; En SL 6  Find out about the agreement between Alfred the Great and the Viking King Guthrum. Identify on a map the main 9th century kingdoms in Britain, including Danelaw, Mercia, Wessex, Northumbria, Dalriada, the Pictish kingdoms, Gwynedd, Dyfed, Powys and Viking settlements in Ireland, including Dublin. Identify the territory to which their local town would have belonged and establish which side they would have fought for.    Note  During this time, Britain was made up of many small kingdoms, but over time they began to join forces and larger kingdoms emerged. |
| Art and Design |  |  | AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  AD 1, 3; Hi 3  Look at and copy a range of intricate Anglo-Saxon pattern work. Use their drawings to create print blocks using either polystyrene with a drawn design or a relief block using string, card and glue. Print onto squares of cotton fabric using a range of printing inks.    Note  Red and gold were popular Anglo-Saxon colours, although for a strong visual pattern children could use white paint on black fabric or black paint on white fabric. For easy and effective printing, encourage children to simplify the pattern without losing its key features. | AD 1 Create sketch books to record their observations and use them to review and revisit ideas.  Hi 4; AD 2; DT M 1, 2; En SL 3; Co 5, 7; En R C 1b  Find out about the chief Viking gods, Odin, Thor and Frey, learning about their various godly qualities and finding pictures of them. Draw pictures of a favourite deity in a sketchbook, building up a collection of drawings in various styles and poses. Make a small statuette of their chosen god using clay or modelling dough.    Note  There are many other gods that children will love to find out about including Freyja (goddess of love), Heimdall (guardian of the rainbow bridge), Loki (half god, half giant and always getting into mischief!) as well as other interesting characters such as the Valkyries – warrior women who searched the battlefield for dead heroes! | AD 3 Find out about great artists, architects and designers in history.  Hi 3, 4; AD 2; En SL 5, 8, 9, 12; En W C 1b; En W H 2; PSHE 5e; Co 6, 7  Create an exhibition showing all of their craft work during the project. Make labels for describing how the pieces were made and how they feel about their work. Invite parents, carers and other classes to come and view their display. Talk about what they have done, how different pieces were created and how their own art and craft work reflects the great artists of the Viking and Anglo-Saxon period in history.    Note  Remember to display the children’s photographs of work in progress, so that the making process can be seen as well as the finished products. Perhaps children could email some of their photographs to a local museum to share what they have learnt with curators? |
| Design and Technology | DT D 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Hi 3; DT M 1, 2; DT E 1; En SL 3, 6; En R C 1b, 1c  Look at photographs, artefacts and film footage of Saxon weaponry and find out about the terrible damage they could do. Decide whether to make a spear, a dagger or a battle axe, making a detailed design and choosing suitable construction materials.    Note  Saxon warriors normally carried a shield and seax and fought with spears. It is said that the most feared weapon was the battle axe. Of course, the term ‘battle axe’ is still used today but it refers to something quite different (children can check this out in a dictionary)! | DT M 2 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.  Hi 3; DT D 1; DT M 1; En SL 1, 6, 9, 11  Work in pairs or small groups to make models of Anglo-Saxon homes. Look carefully at images to decide what materials should be used and to discuss how they could be formed. Use their model houses to create an Anglo-Saxon village in the classroom (perhaps someone could even make a thegn’s great hall).    Note  Anglo-Saxon houses were built with wood and had thatched roofs. At West Stow in Suffolk, archaeologists found the remains of an early Anglo-Saxon village and reconstructed it using Anglo-Saxon methods. They found that the village was made up of small groups of houses built around a larger hall. Each family house had one room with a hearth and fire for cooking, heating and light. A metal cooking pot hung from a chain above the fire. | DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.  Hi 3; DT M 2; DT D 1  Make small Anglo-Saxon charms by rolling and cutting air-drying or coloured clay. Thread their charms onto a cord along with other materials such as glass, wood, shell or bone beads to create a personalised necklace. Select from and use appropriate tools to make their charms.    Note  The Anglo-Saxons created beautiful, highly intricate jewellery, such as beaded necklaces, pendants, rings, brooches and other items in gold, silver, bronze and copper. | DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.  Hi 4; DT D 2; AD 2  Use clay tools and wooden toothpicks to carve letters from the runic alphabet in flat, rectangular soap blocks. Display their carvings with images of original rune stones. Carve a more complex design or story into a clay slab made from an air-drying clay, such as Model Magic, or another soft modelling material. Add paint to the carved out areas of their sculpture to embellish and enhance their work.    Note  Carving is known as ‘subtractive sculpting’, as bits of the original material are cut away. The carved materials can be painted when dry to create a stone-like effect. Acrylic paint is the best option when painting air-dried clay projects. A good second choice would be tempera or poster paint. |  |