

UNIT TITLE: Children of the Past**Anticipated Weeks: 15****CHILDREN OF THE PAST**

Opportunities & Hook for Learning

Broadening Horizons
Picture News Assemblies

Spirituality
Reflective Spaces

Emotional Awareness
Circle times
H2M Journey

ENGAGE/HOOK:	History Box – Vikings	
<p>Computing</p> <p>Computing Systems and Networks Collaborative learning Option 1: Google (4 lessons: 1, 3, 4 and 5)</p> <p>Unit outcomes - Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Understand the need to be thoughtful when working on a collaborative document. Use comments to suggest changes to a document and understand how to resolve comments. Use a variety of different slide styles to convey information including images and transitions. Create a Google Form with a range of different questions types that will provide different types of answers, e.g. text, multiple choice or numerical values. Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers. 	<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.

<p>Programming 1 Further coding with Scratch (3 lessons: 2 - 4 only) Unit outcomes - Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Understand how to create a simple script in Scratch. • Add or change a sprite and prevent it from rotating. • Use decomposition to identify key features and understand how to decipher actions that make the quiz game work. • Understand what a variable is and how to use the 'say' and 'ask' blocks. • Create a variable and be able to use a variable to record a score. • Understand what a variable is and how it works within a program. <p style="text-align: center;">DT</p> <p>Skills: Makes: Design a phone cover Make/ try different types of bread Market research – what is your favourite type of bread? Design a bread packaging</p>	<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;">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</i> 	<p style="text-align: center;">ART</p> <p>Storytelling Through Drawing (Access Art)</p> <ul style="list-style-type: none"> • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and

	<p><i>scientific facts/ideas</i></p> <ul style="list-style-type: none"> • <i>Draw tables to record observations</i> • <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>characterful imagery.</p> <p>Exploring pattern</p> <ul style="list-style-type: none"> • That the act of making drawings can be mindful. • That we can use line, shape and colour to create patterns. • That we can use folding, cutting and collage to help us create pattern. • That we can create repeated patterns to apply to a range of products or outcomes.
<p>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 	<p>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 	<p>PSHE</p> <p>Families and relationships</p> <p>L1 Respect and manners L2 Healthy friendship L4 Bullying L6 Stereotypes: Disability L8 Change and loss</p>

<ul style="list-style-type: none"> • I can choose relevant material to present a picture of one aspect of life in Saxon and Viking life • I can suggest causes and consequences of some main events during AD410 and 1066 	<p>Britain.</p> <ul style="list-style-type: none"> • I can use maps to identify where Saxons and Vikings came from and where they settled 	
<p style="text-align: center;">MUSIC</p> <p>Instrument focus: Glockenspiel 1 (Charanga); reading notes on the musical stave; Composing a rap (Stop Bullying)</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. • 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>	<p style="text-align: center;">MFL</p> <p>Revise Fonética L1-4 Revise Year 3 units Me Presento L2 – 6 (Introducing myself)</p>	<p style="text-align: center;">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. • 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

Outdoor Learning Opportunities

Wattle and daub to make shelter

Cooking on an open fire

Big Projects / Home learning Projects

Design and make Viking long boat

Design and make own wooden shield