



Autumn Term 2021 – Invaders and Settlers: Anglo Saxons and Vikings

Synopsis:

This creative, interactive topic will develop children's knowledge of the Anglo Saxons and the Viking invasion and settlement in Britain. Through a series of practical and informative lessons the children will understand how these important groups fit into the chronology of Britain.

History

Learning Sequence:

Lesson One

Working with the timeline of Britain, the children learn about how the Anglo-Saxons fit into the British chronology, discuss the terms 'invaders' and 'settlers' and the implications of invasions.

Teaching Outcomes:

- To understand that Britain has been invaded and settled numerous times and place these into context.
- To discuss and understand the meaning of the terms 'invaders' and 'settlers.'

Children will:

- Define the terms invaders and settlers.
- Place significant dates concerning the Anglo-Saxons on a timeline of British history.
- Discuss why invasions are not always unpopular and why settlers are not always welcome.

Lesson Two

Research the basic needs of an Anglo-Saxon settlement and design your own.

Teaching Outcomes:

- To understand how groups of Anglo-Saxons decided where to start settlements in Britain by considering both the local environment and the wider environment.
- To take into account the needs of individuals and communities when planning a new settlement.

Children will:

- List the basic needs that a new settlement should provide.
- Understand how local resources can be used by a settlement.
- Interpret and draw sketch maps.

Lesson Three

Consolidate your archaeological understanding of Anglo-Saxon evidence and place names. Carry out research into the meaning of local place names near you.

Teaching Outcomes:

- To find evidence in their locality about the Anglo-Saxons.

- To understand that many places were named during Anglo-Saxon times, and that these names described the place in some way.

Children will:

- Explain that most of our knowledge of the Anglo-Saxons is based on archaeological finds.
- Understand that place names are often very old and can tell us what the area was like many years ago.
- Research local place names.

Lesson Four

Learn about tribal attacks and the way the Anglo-Saxons spread across the country by playing a dramatic invasion game.

Teaching Outcomes:

- To understand that several different tribes invaded Britannia after the Romans left in the early 5th century.
- To understand that Britain was a suitable place to settle and to use maps to show where the tribes came from originally.

Children will:

- Identify where the different tribes who were attacking and invading Britain came from.
- Explain why the Romans left Britain in the early 5th century.
- Understand how the Anglo-Saxon tribes gradually spread across the country.

Lesson Five

Through map work, learn about the kingdoms and ancient roads of the Anglo-Saxons.

Teaching Outcomes:

- To learn where the main Anglo-Saxon kingdoms developed.
- To identify the main kingdoms of the Anglo-Saxons on maps.
- To recognise routes that the Anglo-Saxons used on modern day maps.

Children will:

- Explain that the Anglo-Saxon tribes settled into first 5, then 7 main kingdoms by the mid-7th century.
- Explain that the Anglo-Saxons never conquered Scotland, Wales or Cornwall.
- Understand that the Anglo-Saxons used many ancient roads (pre-Roman and Roman) & gave them names.

Lesson Six

Children will learn why Alfred was 'Great', describe what the Danegeld was, and make cakes or bread (without burning them!)

Teaching Outcomes:

- To find out about the life of Alfred the Great and the conflict between the Vikings and Anglo-Saxons.
- To make cakes or bread (without burning them!) and to discuss ingredients that would have been used in Anglo-Saxon times.

Children will:

- Explain why King Alfred was called 'Great'.
- Describe how Danegeld was raised and what it paid for.
- Make cakes or bread without letting them burn!.

Historical Concepts

Understand how Britain has influenced and been influenced by the wider world

Stories & Sources

Understand how and why the past is represented in different ways and explain this

D&T

Design

Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces

Use research to inform design and develop design criteria

Take risks to become innovative and resourceful

Evaluate

Evaluate own and others' work suggesting improvements and consider the views of others to improve their work

Make

Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes

Art

Media & Materials

Create sketchbooks to record and revisit observations

In drawing, use a range of pencils & techniques to show effect, movement, perspective and reflection

In painting, use watercolours to produce washes for backgrounds

Significant Artists

Draw on work of other artists for inspiration and begin to emulate their style

Vocabulary

Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey

Skills

Apply art and design techniques with creativity, experimentation and increasing awareness

Music

Learning Sequence:

Pupils will sing Viking themed warm ups and learn the 'Dragon Ships' song through Call & Response.

Pupils will develop their singing technique and will add actions to the 'Dragon Ships' song to help them remember the lyrics and keep in time.

Using Viking-themed phrases to learn new rhythms pupils will develop their understanding of stave notation.

Experimenting with the order of known rhythms pupils will create their own Viking song, adding instrumental effects.

Performing

Play and perform melodies following staff notation

Introduce and understand differences between minims, crotchets, paired quavers and rests

Follow and perform simple rhythmic scores to steady beat

Composing

Combine, sing and play known rhythmic notation

Arrange individual notation cards to create sequences of phrases

Compose, capture and record music to create a specific mood, extending range of instruments

	Listening Listen with increasing concentration to combination of high-quality recorded and live music Describe and evaluate music using simple musical vocabulary					
	Singing Sing range of rounds / partner songs Begin to sing repertoire with small & large leaps / simple second part Continue to sing / perform broad range of unison songs using accurate pitch					
	Learning Sequence:					
	Week 1/2	Week 3/ 4	Week 5/6	Week 7/8	Week 9/10	Week 11/12
	Ho ck ey: To be able to dribble using a hockey stick. Ne tb all: To develop catching. To understand how to chest pass. Gy. m na sti cs: STI LL NE SS (hold ing balances up to 3 secs.)	Ho ck ey: To be able to accurately pass a ball with a hockey stick. Ne tb all: To develop different passing techniques (Bounce and overhead pass) To understand the different passing techniques Gy. m na sti cs: ON LA RG E BO DY PA RT ("patches")	Ho ck ey: To be able to pass the ball whilst moving. To be able to shoot. Ne tb all: To understand the footwork rule To understand how to pivot Gy. m na sti cs: ON SM AL L BO DY PA RTS ("points") (in combination EASIER eg. 2 hands & 1 foot)	Ho ck ey: To be able to tackle correctly. To understand how to defend in hockey. Ne tb all: To develop dodging technique To understand how to mark correctly Gy. m na sti cs: ON SM AL L BO DY PA RTS (in combination MORE DIFFICULT eg. 1 hand & 1 foot)	Ho ck ey: To understand how to attack in hockey. Ne tb all: To develop shooting technique To understand the importance of using space in a game situation Gy. m na sti cs: BO DY SH AP E (wide, thin, curled, twisted)	Ho ck ey: To be able to play as part of a team in a hockey match. Ne tb all: To understand the different positions in netball To be able to play as part of a team in a netball Gy. m na sti cs: BalanceL IN KI NG BALANCE S (eg. balance-roll-balance)

Science

Learning Sequence:

Animals, including Humans

The pupils will:

- Understand that digestion is the process by which the body breaks down food in order to extract nutrients.
- Understand that nutrients provide the body with the energy needed for growth and to maintain healthy body systems.

- Be introduced to the key organs of the digestive system and their functions.
- Appreciate that undigested food passes through the large intestine and leaves the body as waste.
- Be able to name and identify different types of teeth.
- Be able to understand the function of different types of teeth.
- Know that humans have two sets of teeth: milk teeth and adult teeth.
- Understand the importance and practice of looking after teeth.
- Understand that plants are the producers in nearly all food chains as they convert energy from sunlight.
- Understand that when organisms die their energy and minerals return to the soil to be recycled.
- Know that a food chain represents the flow of energy from one organism to another and shows the relationship between producers and consumers.
- Be able to identify primary consumers, secondary consumers, tertiary consumers and decomposers in a food chain.

Living Things and their Habitats

The pupils will:

- Appreciate the enormous diversity of living things on Earth and be able to give reasons for classifying living things together in particular ways.
- Be able to group living things in a variety of different ways according to common characteristics.
- Be introduced to the work of Carl Linnaeus.
- Understand that scientists don't always agree on how groupings should be made.
- Understand that all living things can be classified into one of five different kingdoms.
- Be introduced to, and be able to name, each of the five kingdoms of life: animals, plants, fungi, prokaryote and protocista.
- Appreciate that each kingdom contains many different species.
- Know that plants can be sub-divided into flowering or non-flowering groups and be able to provide examples of both.

Make Observations	Make systematic observations
Perform Tests	Suggest, set up and carry out simple practical enquires Understand comparative and fair tests
Ask Questions	Generate and answer scientific questions using evidence Select most appropriate type of scientific enquiry
Gather Data	Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts Report on findings orally and in writing using scientific language to answer questions

Analyse Data	Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions Explain similarities, differences, changes related to scientific processes and ideas
Use Equipment	Confidently use range of equipment to measure accurately eg data-loggers, thermometers
Animals Including Humans	Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey
Living Things & Their Habitats	Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that living things can be grouped in a variety of ways

Learning Sequence:

Mon day	Tue sda y	Wed nesd ay	Thur sday	Frida y
1. Present artwork and imagined dragon to class 2. Describe features of the dragon orally and in writing 3. Collect adjectives for Working wall	1. Describe characters and events in the story 2. Write about a dragon they would like to have caught	1. With peers, continue to read a familiar story 2. Use a dictionary to look up meanings of words 3. Use the first 2/3 letters of a word to locate it in a dictionary 4. Write sentences using these words in context	1. Enact a scene from the story in small groups 2. Read (with another person) an extract from the book 3. Write a short character description	1. Begin to understand personal and possessive pronouns 2. Rewrite a paragraph inserting pronouns to avoid repetition 3. Play pronouns game on website
1. Add the suffix –ous 2. Write a dictated sentence which includes words using –ous suffix 3. Use the –ous suffix to produce a WANTED poster for Toothless	1. Spell the –tion phoneme 2. Answer questions based on a chapter from a familiar book 3. Predict the events of the next chapter	1. Engage in paired reading of an extract from the book 2. Identify personal and possessive pronouns in a text 3. Write thought bubbles for characters 4. Write dialogue, beginning to use correct punctuation	1. Revise how dialogue is punctuated with inverted commas, 2. Set out dialogue with a new line for a new speaker 3. Compose a dialogue based on a scene from the book	1. Read and answer comprehension questions posed by the teacher in whole class part of lesson 2. Create a story map showing a plot line 3. Begin to understand the function of an adverbial 4. Use time adverbials and instructional language to devise a plan for Hiccup
1. Compare characters/ events in a	1. Design a dragon to feature in chn's stories	1. Practise using pronouns, including	1. Recap on dialogue punctuation, and	1. Write several sentences to form a caption.

familiar book and a film of that book 2. Design a new character to feature in chn's own stories .	2. Map out a plot line through making a story map 3. Feed back on each other's ideas	plural possessive pronoun 2. Discuss and devise effective story openers 3. Write the first half of their story	strike a balance between narrative and dialogue 2. Consider alternatives to 'said' 3. Write stories in best handwriting	2. Read own writing to peers and adults. 3. Reflect on their story presentation
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Maths

Learning Sequence:
We will follow the White Rose scheme of work.

Number - Place Value

Round to the nearest 10

Round to the nearest 100

Count in 1,000s

Activity Represent numbers to 10,000

1,000s, 100s, 10s and 1s

Partitioning

The number line to 10,000

Recap Find 1, 10, 100 more or less

1,000 more or less

Compare 4-digit numbers

Order numbers

Round to the nearest 1,000

Count in 25s

Activity Introducing negative numbers

Negative numbers

Roman numerals

Number - Addition and Subtraction

Add and subtract 1s, 10s, 100s and 1,000s

Add two 4-digit numbers - no exchange

Add two 4-digit numbers - one exchange

Add two 4-digit numbers - more than one exchange

Subtract two 4-digit numbers - no exchange

Subtract two 4-digit numbers - one exchange

Subtract two 4-digit numbers - more than one exchange

Efficient subtraction

Estimate answers

Checking strategies

Measurement - Length and Perimeter

Kilometres

Perimeter on a grid

Perimeter of a rectangle

Perimeter of rectilinear shapes

Number - Multiplication and Division

Multiply by 10

Multiply by 100

Divide by 10

Divide by 100

Multiply by 1 and 0

Divide by 1 and itself

Multiply and divide by 6

6 times-table and division facts

Multiply and divide by 9

9 times-table and division facts

Multiply and divide by 7

7 times-table and division facts

Number Sense	count in multiples of 6, 7, 9, 25 and 1,000 find 1,000 more or less than a given number count backwards through 0 to include negative numbers recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) order and compare numbers beyond 1,000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1,000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value
Addition & Subtraction	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two -step problems in contexts, deciding which operations and methods to use and why
Multiplication & Division	recall multiplication and division facts for multiplication tables up to 12×12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers