

Anglo Saxons



Successful Learners

Areas of Learning

As **scientists** we will investigate ourselves. We will look at how our body is made up and consider what everyday life does to our body. We will look at the different food eaten in different countries and the impact of this on healthy living. We will also be investigating forces around us, what makes things go and stop.

As **Historians** we will learn about the success of invasion.

As **technologists** we will research using primary and secondary sources, and will be using Google earth, maps, digital photography and video to describe the places that we are studying. We will also be linking our work together looking at algorithms and programs to control everyday situations and design games.

As **artists** we will use our experiences, other subjects across the curriculum and ideas as inspiration for artwork. Develop and share ideas in a sketchbook and in finished products. Improve mastery of techniques.

As **designers** we will make games and shields in response to our topic.

As **sportspeople** we will consider the impact that physical activity has on our health (links to science). We will explore and try out different sporting activities that take place in different countries. We will also learn about gymnastics.

As **musicians** we look at instruments and continue to study the work of some of the great composers.

Confident Learners

Enterprise

Looking at the design of their long ships and about famous Vikings and explorers. Children will construct their own shields, and their own long ships. In consolidating their knowledge they will be by creating a Viking Quest game for other children to buy and play.

Places & Environment

As people concerned with our environment we will: Discover how settlements developed and how people's lives changed. We will also learn the value of preserving these settlements today. We will use the internet to find out as much as we can about Viking life.

Responsible Citizens

Spiritual and Moral

In our spiritual and moral development we will: Debate in role the impact of Viking rule over the country, including on decisions who to invade next. We will compare the belief systems of others to those of our own and examine how these affected the struggle to rule the country

Communities

As members of the community we will: Explore how communities developed and grew and how infrastructures were developed to cope with their needs.

Lower Key stage 2 Spring Term Planning (2015)

Essentials for Learning and Life		Areas of Learning
Using communication	Essentials	Historical, Geographical and Social Understanding
<p>Children will have opportunities to:</p> <ul style="list-style-type: none"> • Use labels • Write reports • Write instructions • Write stories • Use glossaries and others sources of information • Listen to others and note takes • Take turns to speak • Build on the use and application of phonetic strategies • Listen to stories 	<p>Learning and thinking skills: Children learn how to:</p> <ul style="list-style-type: none"> • Ask relevant questions (in relation to the topic work and product evaluation) • Plan to present information. • Create and develop criteria for designing a board game. • Create and evaluate ideas for design products • Recognise similarities and differences • Analyse information <p>Personal and emotional skills Children learn how to:</p> <ul style="list-style-type: none"> • Identify strengths and weaknesses. • Set goals and time scales • Manage time • Work independently and as part of a team • As part of our International week think about and respect the views of people from different countries and religions <p>Social skills Children learn how to:</p> <ul style="list-style-type: none"> • Listen and respond appropriately • Work collaboratively • Give support and feedback to others 	<p>Learn about settlement and invasion. Learn about the success of invasion. We will learn to: Understand how knowledge of the past is constructed from a range of sources. Ask historically valid questions. Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study. Understand how our knowledge of the past is constructed from a range of sources. Understand the Viking and Anglo-Saxon struggle to the time of Edward the Confessor. Locate some of the world's countries using maps to focus on Europe, particularly Scandinavia.</p>
Using mathematics		Scientific and Technological Understanding
<p>Children will have opportunities to:</p> <ul style="list-style-type: none"> • Develop further their number skills • Weigh and measure quantities at the market • Measure materials and shape for modelling • Understand the value of money • Use money (pretend!) to buy and sell at the market • Record and interpret data to find the 'best seller' at the market 		<p>Year 3 Plants: Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal. Evolution and inheritance of Animals and humans. Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals. Look at the digestive system in humans. Look at teeth. Look at the human circulatory system.</p> <p>Year 4 All living things: Identify and name plants and animals' Look at classification keys. Look at the life cycle of animals and plants. Look at classification of plants, animals and micro-organisms. Look at reproduction in plants and animals, and human growth and changes. Look at the effect of diet, exercise and drugs</p>
Using ICT		
<p>Children will have opportunities to:</p> <ul style="list-style-type: none"> • Research different countries • Literacy links, e.g. Photo-Story, word processing • Create a sign for a market stall • Design an advertising leaflet to present to others about their chosen country • Use digital imaging during independent & investigational activities 	Religious Education	Understanding Physical Development, Health & Well-being
	<p>Children will look at how different religions use food in their festivities. They will also complete a short focus task on Judaism.</p>	<p>Indoor: The focus will be gymnastics. Links will be made to science, e.g. identifying basic muscles and bones, understand the importance of warm up and cool down etc. Outdoor: Refer to Fundsport planning.</p>