**Date:** Spring Term (2) 2019 Traders and Raiders

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|  | **25th-1st March 2019** | **4th-8th March 2019** | **11th-15th March 2019** | **18th-22nd March 2019** | **25th-29th March 2019** | **1st-5th**  **April 2019** |
| Maths | **LKS2**: Fractions  **UKS2**: Number-Decimals and percentages | **LKS2**: Fractions  **UKS2**: Number-Decimals and percentages | **LKS2**: year 3-fractions  Year 4-decimals  **UKS2**: Number-Decimals and percentages | **LKS2**: year 3-fractions  Year 4-decimals  **UKS2**: year 5-multiplication and division  Year 6-Algebra and ratio | **LKS2**: year 3-fractions  Year 4-decimals  **UKS2:** year 5-multiplication and division  Year 6-Algebra and ratio | **LKS2**: Consolidation  **UKS2**: year 5-multiplication and division  Year 6-Algebra and ratio |
| English | Report | Myths and legends | Character profiles | Poetry | Innovate | Historical narrative |
| Science | Love to investigate  How did the Vikings dye their clothes? | Love to investigate  How did the Vikings dye their clothes? | Love to investigate  How did the Vikings dye their clothes? | Love to investigate  How did the Vikings dye their clothes? | Love to investigate  How did the Vikings dye their clothes? | Love to investigate  How did the Vikings dye their clothes? |
| History | Find out the dates of significant events in the history between AD 410 and 1066. Work collectively to check dates and order to produce a timeline. | Learn about the famous monk St Bede. 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. | 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 class. Think carefully about the most effective way to record their historical information on their boards. | 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. | Use various historical source materials including websites. Work in small groups to research in detail a particular aspect of Viking life. Present their findings to the rest of the group and produce a collaborative reference book they can use during the project. | 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. |
| Geography | 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 showing the shore forts as well as identifying nearby towns, rivers, estuaries and other significant geographical features. | Use ordnance survey maps of the south west of England to locate the following sites: Cadbury Castle, the Shropshire village of Wroxeter, Mitchell’s Fold Stone Cirlce, Glastonbury Tor, Tintagel in Cornwall and Slaughterbridge. | 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. | 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. | 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 Pictich 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. |  |
| Art/Design | 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. | 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 class. | Make small Anglo-Saxon charms by rolling and cutting clay. Thread their charms onto a cord along with other materials such as glass, wood, shell or bone beads to create a personalised necklace. | 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. | 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. | Use clay tools and wooden toothpicks to carve latters 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. Add paint to the carved out areas of their sculpture to embellish and enhance their work. |
| Music | 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. | 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. | 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 Arthur’s character or an event in which he was involved. 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. | 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 Arthur’s character or an event in which he was involved. 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. | 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 Arthur’s character or an event in which he was involved. 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. | 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 Arthur’s character or an event in which he was involved. 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. |
| R.E | **Yr 3/ 4 Salvation (Core)**  Why do Christians call the day Jesus died “Good Friday”? | **Yr 3/ 4 Salvation (Core)**  Why do Christians call the day Jesus died “Good Friday”? | **Yr 3/ 4 Salvation (Core)**  Why do Christians call the day Jesus died “Good Friday”? | **Yr 3/ 4 Salvation (Core)**  Why do Christians call the day Jesus died “Good Friday”? | **Yr 3/ 4 Salvation (Core)**  Why do Christians call the day Jesus died “Good Friday”? | **Yr 3/ 4 Salvation (Core)**  Why do Christians call the day Jesus died “Good Friday”? |
| ICT |  |  | Use stop motion animation software to create a moving and talking Kin Arthur. Add audio to make Arthur address a waiting crowd of Britons before going into battle. |  | 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. |  |
| P.E. | NUFC  Dance | NUFC  Dance | NUFC  Dance | NUFC  Dance | NUFC  Dance | NUFC  Dance |
| PSHE |  |  |  |  |  |  |
| French |  |  |  |  |  |  |
| Other activities |  | Ash Wednesday Service  World Book Day | Bikeability  Red Nose Day | Allendale Dance Festival | Mother’s Day Afternoon Tea | Hold an art exhibition |