



YEAR B - SPRING 1
Key Stage: Lower Juniors
Topic: Vikings and Anglo-Saxons

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English	Maths	
	Year 3	Year 4
<p><u>POETRY: Wind (Dionne Brand)</u> In this unit, children explore the personification of the wind, exploring the way in which Dionne Brand portrays the Caribbean wind as playful in nature. Children then write their own poem about the wind set in the United Kingdom.</p> <p><u>Key Objectives:</u></p> <ul style="list-style-type: none"> READING: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks WRITING: discussing and recording ideas 	<p>Fractions</p> <ul style="list-style-type: none"> 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 recognise, find and write fractions of 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 [for example, $5/7 + 1/7 = 6/7$] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above <p>Measurement</p> <ul style="list-style-type: none"> Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity(l/ml) Measure the perimeter of simple 2D shapes <p style="text-align: right;"><i>Continued into Spring Two...</i></p>	<p>Fractions</p> <ul style="list-style-type: none"> Number - fractions (including decimals) Pupils should be taught to: 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 100 and dividing tenths by 10 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 <p>Decimals</p> <ul style="list-style-type: none"> recognise and write decimal equivalents of any number of tenths or hundreds recognise and write decimal equivalents to $1/4$, $1/2$, $3/4$ 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 <p>Measure</p> <ul style="list-style-type: none"> Convert between different units of measure (for example kilometre to metre) Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Find the area of rectilinear shapes by counting squares <p style="text-align: right;"><i>Continued into Spring Two...</i></p>
<p><u>FICTION: How to Train Your Dragon (Cressida Cowell)</u> In this unit, children focus on the moment where Hiccup enters a cave in search of his very own dragon. The unit explores the techniques used by Cressida Cowell to create tension and suspense which they then apply in a short story of their own.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> READING: predicting what might happen from details stated and implied WRITING: in narratives, creating settings, characters and plot 		
<p><u>NON-FICTION: How to Catch a Dragon - Procedural</u> Children identify the language features used in a high quality example of a procedural text before composing their own 'How to Catch a _____' instructions with a range of structural and language features fit for purpose.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> READING: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context WRITING: in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 		

	Computing	History	Geography
Description	The children will create a game using coding software Scratch, with a focus on conditional blocks	Children learn how Britain changed under the rule of the Anglo-Saxons and Vikings and explore their legacy.	
NC Objectives	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs, work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-saxon struggle for the Kingdom of England to the time of Edward the Confessor 	
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn how to make an algorithm to use when programming Children will learn how to decompose tasks into separate steps to create an algorithm Children will learn that abstraction focuses on important information Children will learn to identify patterns in an algorithm and use repetition in algorithms Children will learn to use logical reasoning to detect and correct errors in programs. 	<ul style="list-style-type: none"> To understand where the Anglo-Saxon period fits in history and that it lasted from around 410-1066 CE. To understand the hierarchical structure and roles of different groups (including Kings, Thegns, Churls, enslaved people and children) in Anglo-Saxon Britain. To explain the 'push and pull' factors that led to the Anglo-Saxons, and ultimately Vikings, coming to Britain. To recognise how religion changed during the Anglo-Saxon period from Paganism to Christianity and to describe the differences between these religions. To explore the impact of converting to Christianity on Britain. To understand and discuss the impact of the Vikings, how they were perceived (particularly following the raid on Lindisfarne) and whether they were deemed raiders or traders. 	
Disciplinary Skills	<ul style="list-style-type: none"> Understand how to make an algorithm and use it when programming. Understand how to decompose tasks (such as animations) into separate steps to create an algorithm Understand that abstraction focuses on important information Understand how to spot patterns in an algorithm and use repetition in algorithms. Understand how to use logical reasoning to detect and correct errors in programs Understand how to use conditional blocks in a sequence to create a game 	<ul style="list-style-type: none"> Chronology - show how Anglo-Saxon and Viking eras overlap by using a timeline; use a map to show their origins Characteristic features - describe the shift from Paganism to Christianity and key features of Saxon culture, explaining simply why this change happened Continuity and Change - explain changing kingdoms and the conversion from Paganism, giving examples. Consider links to wider Christian expansion. Identify how migration shaped Britain and which features stayed the same. Cause and Consequence - explain Anglo-Saxons migrated to Britain and why/how they converted. Give reasons for Viking migration and conflict with Saxons. Explain the changing number of Saxon kingdoms due to internal conflict and Viking arrival. Identify the consequences of these invasions for housing, religion and language and the lasting legacy of language, learning and Christian centres. Historical Significance - discuss Anglo-Saxon legacy in language, learning and Christianity and explain why Wessex and its later kings survived and dominated Historical Interpretation - analyse Viking behaviour: raiders or traders? Explain how different accounts arose, considering bias. Recognise archaeology shows Vikings as traders/settlers and that combining Viking and Saxon sources gives a fuller but still limited picture. Historical Enquiry - question the origins and purpose of sources noting who could produce written accounts. Ask perceptive questions and use evidence to support explanations. 	
Vocabulary	algorithm, animation, application, code, code block, coding application, debug, decompose, interface, game, loop, predict, program, remixing coe, repetition code, review, scratch, sprite, tinker	Tier 1: invention, trade, raid, monk, slaves, England Tier 2: Anglo-Saxons, Vikings, migration, longship, Lindisfarne, aristocracy, merchant, peasants, Scandinavia, Norse, Christianity Tier 3: knarr, Thanes (Thegns), Churls, Danelaw, plunder	
Assessment	To make a game using the skills learned from 'The Magic Carpet'.	Key Enquiry Question: How did the struggle for Anglo-Saxon Britain shape its future?	

	Art	DT	Science
Description		To design and create a lidded box to store dragon egg (using Computer Aided Design)	Biology - Living things in their habitats: the children use classification keys to identify living things and learn about the living things in different environments
NC Objectives		<ul style="list-style-type: none"> To 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 To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have shaped the world Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose danger to living things.
Substantive Knowledge		<ul style="list-style-type: none"> Design - research design criteria; generate ideas, use computer aided design to generate nets Make - select suitable tools and equipment, follow safety procedures; cut, shape, join and finish Evaluate - investigate a range of existing products; identify the strengths and weaknesses of the product; evaluate against their own criteria. Technical knowledge - understand how nets can be used to make a 3D product; use a computer to generate an accurate net 	Classifying Living Things <ul style="list-style-type: none"> Living things move, respire, sense, grow, reproduce, excrete and need nutrients (MRS GREN) They can be grouped by shared characteristics Classification keys help identify and name living things Animals can be grouped by physical traits (vertebrate/invertebrate) or behaviour (carnivore/herbivore/omnivore) Vertebrates have spines; invertebrates do not Environmental Change <ul style="list-style-type: none"> Environmental change affects habitats in different ways It impacts plants and animals, sometimes extinction Human activity can strongly affect environments Pollution and climate change can endanger species Different organisms respond differently to environmental change
Disciplinary Skills		<ul style="list-style-type: none"> To apply the substantive knowledge of the existing products and materials to create their own lidded box which is fit for purpose, functional and aesthetically pleasing Make thoughtful improvements based on critical evaluation Apply learning from other subjects (maths and art) to help design, make and evaluate quality products that work. 	<ul style="list-style-type: none"> Group, sort and classify using tables and keys Know how to ask their own scientific questions Know how to link their results with scientific evidence Use simple evidence to answer questions to support findings Identify similarities, differences, patterns and changes in simple scientific ideas Know evidence supports scientific answers and findings Know that secondary sources can help answer questions not testable through practical work
Vocabulary		Reinforce, strengthen, aesthetics, shell structure, three-dimensional (3D), shape, net, cube, cuboid, prism, vertex, edge, face, length, width, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, laminating, font, graphics	Life processes, living, movement, respiration, sensitivity, growth, respiration, excretion, nutrition, reptile, mammal, amphibian, bird, fish, insect, arachnid, plant, environment, identify, environment, human, deforestation, urbanisation, climate, adapt, danger
Assessment		Assess final product against the design criteria	Headstart quiz on living things in their habitats

	PE	Music	Religious Education	
Description	Indoor- Creative (Dance) Outdoor- Invasion (Netball) PPA-Invasion (Handball)	River's Journey =To listen to, perform and create music based on a theme and variations .	Description	GOOD AND EVIL Children will learn about the Hindu festival of Holi. they will gain an understanding of what it means for good to overcome evil and apply this to the Hindu story of Prahlad and Holika.
NC Objectives	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Develop an understanding of the history of music 	Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> • To creatively express their response to the words good and evil. • To describe what these words mean to them. <p>Apply</p> <ul style="list-style-type: none"> • To recognise whether different characters in stories or films are good or evil and describe why I think this. • To recognise that people are not just wholly good or completely evil and give examples of when this is the case. <p>Inquire</p> <ul style="list-style-type: none"> • To accurately describe what is meant by good overcoming evil and to give examples that show when this has happened. <p>Contextualise</p> <ul style="list-style-type: none"> • To accurately describe the story of Prahlad and use a story board to help them retell it. • To accurately describe how Hindus celebrate Holi. <p>Evaluate</p> <ul style="list-style-type: none"> • To discern and describe the importance to Hindus that good overcome evil in the story of Prahlad.
Substantive Knowledge	<p>Creative - Dance</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance, whilst incorporating apparatus • Perform dances with varied movement patterns to express ideas and emotions • Include canon, unison, repetition, action/reaction and question/answer in dance phases • Work consistently in pairs and groups • Use stimuli to create characters and narratives • Apply speed, tension, continuity, spatial patterns in partner and group dances <p>Invasion</p> <ul style="list-style-type: none"> • Use simple tactics and set moves in games • Adapt techniques to keep possession and create scoring chances • Choose space and positions to receive passes and support teammates • Select passes to keep possession • Combine running, jumping, sending, receiving • Play competitive games, adapting rules as need • Move with a ball under control • Keep possession and receive ball successfully • Perform basic game skills with control accuracy 	<ul style="list-style-type: none"> • Identify melodic shape and explore different scale patterns including pentatonic, major and minor • Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar by not the same for example simple theme and variations. Further develop use of ostinato. 	Religious Traditions	
Disciplinary Skills	<p>Creative - Dance</p> <ul style="list-style-type: none"> • Perform dances clearly, fluently and with control • Use range of movement patterns accurately • Perform with a partner or in a group, combining actions, maintaining quality • Know strength and suppleness can be improved <p>Invasion</p> <ul style="list-style-type: none"> • Move the ball under control - changing direction • Pass, shoot&receive with increasing control &accuracy • Work effectively as part of a team • Receive ball control; shoot&score some accuracy • Show growing control and consistency in games • Position themselves well to pass, receive, challenge 	<ul style="list-style-type: none"> • Develop fluency when using instrumental skills and techniques; play with accuracy and increased musicality • Recognise which improvements need to be made • Understand and use detailed graphic notation. Use basic stave notation • Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically • Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary 		HINDUISM
Vocabulary	Aim, dribble, intercept, tactics, position, receive, skill, space, accuracy, power, score, defend, possession, support, technique, audience, canon, choreography, level, fluency, performance, position, control, expressions, rhythm, unison	Melody, melodic, shape, scale, minor, theme, variations		Good, evil, consequence, overcoming, Holi,
Assessment	Assessed against Hordle's PE internal assessment criteria.	Create a theme and variations on chrome music lab	Assessment	Produce a poster showing their response to good and evil, thinking about choice of colour, shape, vocabulary and imagery. Retell the story of Prahlad and Holika

	PSHE	MFL (French)	
Description	Dreams and Goals - Be able to explain the different ways you learn and how this can help you achieve your dreams and goals.	To be able to name items of food, the days of the week and be able to tell the story of the Very Hungry Caterpillar in French.	
NC Objectives	<ul style="list-style-type: none"> Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences using familiar vocabulary, phrases and basic language structures. Appreciate stories in the language Understand basic grammar appropriate to the language being studied (feminine, masculine) 	
Substantive Knowledge	<ul style="list-style-type: none"> Explain a situation where a person has faced difficult challenges and achieved success Identify a dream/ambition that is important to me Enjoy facing new learning challenges and working out the best ways to achieve them Be motivated and enthusiastic about achieving new challenge Recognise obstacles which might hinder my achievement and take steps to overcome them Evaluate my own learning process and identify how it can be better next time. 	<ul style="list-style-type: none"> To be able to pronounce with increasing accuracy some different fruits. To recognise the gender of the nouns To be able to say the days of the week To know that the days of the week in French don't have a capital letter Basic sequencing vocabulary and sentence structure Agreement of noun/adjective Spelling and word order 	
Disciplinary Skills	<ul style="list-style-type: none"> Respect and admire people who overcome obstacles and achieve their dreams and goals Imagine how I will feel when I achieve my dreams Break down a goal into a number of steps and how others could help me achieve it Know that I am responsible for my own learning and use my strengths as a learner to achieve the challenge Manage the feelings of frustration that may arise when obstacles occur Be confident in sharing my success with others 	<ul style="list-style-type: none"> Listening for key words Matching sound to meaning Memorising vocabulary through repetition and story Using gesture/sign to support recall Spotting patterns in word endings to support recall and pronunciation Ordering/sequencing information Creating meaning using known language Writing sentences using scaffolded support 	
Vocabulary	Perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, cooperation, challenge, team work, strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, celebrate, evaluate	Une pomme, une poire, une prune, une fraise, une orange, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, hier, demain, aujourd'hui	
Assessment	Be able to explain the different ways that help me learn and what I need to do to improve. I can share my success with others and explain how these feelings can be stored in my internal treasure chest and why this is important.	Reading - children to read the story of the Very Hungry Caterpillar	