

Blue Class - Autumn Term

HISTORY

- To be able to draw a timeline showing key historical events and significant people
- To be able to summarise the main events from a period of history explaining the order of events and what happened
- To be able to develop a perspective about the Vikings
- To know why the Angles, Saxons and Jutes invaded Britain
- To know the significance of Sutton Hoo
- To know about the conflicts and struggles between the Anglo-Saxons and the Vikings in Britain

GEOGRAPHY

- To be able to plan a journey to another place in the world, taking account of distance and time
- To know the climate differences between Scandinavia and Britain
- To know where Anglo-Saxons came from and where they settled in Britain.

Outcomes

- Non-chronological report about a historical event.
- Poems inspired by Kennings
- Write alternative endings for existing narratives
- Timeline depicting significant events in the Anglo Saxon/Viking period

Music will not be a focus during the Autumn term.

This term our topic is:

The Anglo-Saxons and Vikings

Who were the Vikings and how did they change Britain?

DESIGN TECHNOLOGY

Skills

- To be able to design and evaluate their ideas and plans through discussion and annotated sketches.
- To be able to use a range of materials and components, including construction materials according to their functional properties.

Knowledge

- To understand the functional properties of different materials.
- To know how to reinforce more complex structures.

Literacy Texts

Beowulf by Michael Morpurgo
Viking Boy by Tony Bradman
The Vicious Vikings by Terri Deary

Science Units

Living things and their Habitats
Animals including Humans – includes reproduction, puberty, how babies develop

SMSC

Equality of all - gender, race and creed.
Beliefs about creation.
Beliefs in a divine creator.
Having a personal set of beliefs and values

ART

- To be able to use crosshatching as a shading technique
- To be able to use shading to create form, texture, shadow and perspective
- To know the technical vocabulary and techniques associated with crosshatching and shading

RELIGIOUS EDUCATION

BIG QUESTION FOR THE WHOLE YEAR: How do beliefs influence actions?

- To be able to investigate and explain why religious and world views matter
- To be able to consider and suggest reasons for and against people's trust and belief in God
- To be able to explain the impact of people's beliefs about the existence of God on their lives and practices
- To know what different religions believe about the existence of God/ Gods.
- To know what Humanists believe about God.
- To know that God might be represented in different ways in different religions

PSHE & R

- To be able to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- To be able to recognise that everyone should be treated equally
- To know what makes a healthy friendship and how to make people feel included
- To know strategies to positively resolve disputes and reconcile differences in friendships
- To know some strategies to manage peer influence and the need for peer approval
- To know that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret they are worried about

PE

Football

- To be able to move into space and away from a defender while dribbling
- To be able to work as a team to keep the ball as a group and pass in a specific order.
- To know ways of defending & keep the ball from a defender.
- To be able to create space in order to create scoring opportunities.

Gymnastics

- To develop flexibility, strength, technique, control and balance

FRENCH

- To be able to express likes, dislikes and preferences about food and drink
- To be able to follow and write instructions (as in a recipe)
- To know perfect tense: manger (j'ai mangé, tu as mangé); boire (j'ai bu)
 - To know the use of du, de la, de l', des
 - To know plural nouns with les and des
- To be able to use compound sentences with connectives et and mais
- To know imperatives: vous form of some regular and irregular verbs
 - Phonic focus: revision of an/en and au/au

COMPUTING including E-Safety

- To be able to search for and use trusted websites to find information
- To be able to detect and correct errors while using Espresso Coding
- To be able to use logical reasoning to explain how some simple algorithms work
- To be able to use logical reasoning to detect and correct errors in algorithms
- To know the importance of keeping safe on the internet
- To know what an algorithm is

Outdoor Learning, Trips and Visits

Orienteering
Observing light and shadows to apply to artwork
Local walk to Tower Bridge Road for Remembrance Day
The British Museum – tbc
Lantern Parade