

Vikings

History Vikings

Children have learnt about the Romans and Saxons

INTENT
This study continues to develop pupils understanding of the history of Britain linking closely to units on Saxons and Roman Britain. They will also consider how perceptions are changed by the discovery of new evidence.

Sequence of learning

1. What image do we have of Vikings?
2. Reasons for the Vikings bad reputation
3. How did the Vikings try to take over the country and how close did they get? Link to Anglo-Saxons KQ4
4. How have recent excavations changed our view of the Vikings?
5. What can we learn about Viking settlements from a study of place names?
6. Raiders or settlers: How should we remember the Vikings?

Vocabulary: Viking, longboat, Scandinavian, Homeland, Settlement, Raid, Lindsfarne, Monks, Danelaw, Cnut, Alfred the Great, Jorvik, Trade, Hoard, Runes, Sagas

COMPOSITE
Children will be able to develop their own mindmap about what they have learnt.

RE Hinduism

Children have learnt about Hindus in the UK

INTENT
Children will learn about what Hindus do to be good.

Sequence of learning

1. What is Brahman? The Hindu word for ultimate reality, or 'God'.
2. What is atman? What can be learned about atman through a Hindu story?
3. Samsara: why is atman important? What else is important?
4. How does dharma affect the way that someone might live their life?
5. What example does Gandhi set about how to live and to be good?
6. Why do Hindus try to be good?

Vocabulary: Brahman, Karma Dharma Samsara Moksha

COMPOSITE
Children are able to complete a mindmap about what they've learnt.

Science The Human Life Cycle

Children have learnt about the lifecycle of different animal groups

INTENT
During this unit of work, children will learn about the different stages of the human life cycle. They will discuss a simple timeline first before going into more depth about what happens in the womb, during puberty and when you are older.

Sequence of learning

1. How do humans change throughout their life?
2. How do we develop in the womb?
3. How do we change through puberty?
4. How do humans change as we become senior?

Vocabulary: Birth conception/ fertilisation, death, develop, egg, foetus, puberty, sperm, womb

COMPOSITE
Children able to complete a mindmap of what they have learnt.

COMPUTING APP Design

Children have used various lines and fill tools plus copy/paste and rotation to create pattern effects; Using stamps, copy/paste, layers

INTENT
Children will add text and images to a slide; create hyperlinks to create navigation.

Sequence of learning

1. Use the tools in different presentation software (PowerPoint, Keynote, Google Slides) to design an app about your school with:
2. Slide size and background colour
3. Text and images (including transparent images) on different pages
4. Interactions using hyperlinks

Vocabulary: screen dimensions, icons, navigation, hyperlinks,

COMPOSITE
Children should use their skills to create an APP with what they have learnt about Vikings.

Design Technology Bridges

Children have built wooden structures before

INTENT
Children will explore how to build a wooden bridge structure.

Sequence of learning

1. To explore how to create a strong beam
2. To build a spaghetti truss bridge
3. To build a wooden bridge structure
4. To improve and reinforce a bridge structure.

Vocabulary: beam, arch, truss bridge, corrugation, stiffness, rigid, stability, sandpaper, bench hook, tenon saw/coping saw, reinforce

COMPOSITE
Build and evaluate a wooden bridge structure

French Where I Live

Sequence of learning

1. Where I live 1
2. Where I live 2
3. My house

PE Cricket

Sequence of learning

1. Bat effectively, using different types of shot?
2. Vary how the ball is bowled?
3. Restrict the runs batters can score by fielding in key positions and fielding the ball accurately?
4. Hit a moving ball with a cricket bat?
5. Play a competitive game of cricket?

PSHE

Sequence of learning

1. Bodies and reproduction
2. Bodies and changes

