

<p><u>Purposeful language and Literacy</u></p> <p>Diary of everyday farming Brit. A persuasive letter from Vortigert to his brothers asking them for help against the Scots. Instructions on how to make bread. Description of Sutton Hoo and the impact of the find on our knowledge of the Anglo Saxons. Advert for warriors to fight An imaginary description of what it must have been like for a warrior rowing on a long boat on their way to England.</p>	<p>Changes over time</p> <p>Anglo Saxons and Scots Develop a chronological secure knowledge and understanding of early British life. Understand how we know about the Vikings and what sources are reliable and unreliable. Recall in detail what was discovered at Sutton Hoo explain about the person the grave commemorated. Understand the strengths and limitations of archaeological evidence and how this has led to different interpretations of the burial.</p>	<p>Computing</p> <p>E-safety Internet, www, emails and blogging: Can Pupils will learn to use technology safely according to school's E-safety policy. add e-mail addresses, create a group or lists of contacts from an address book. Know that good online research involves interpreting information rather than copying. To publish their work to a wider audience. Understand that some e-mails may be malicious or inappropriate and recognise when an attachment may be unsafe to open. Know how to respond to these. Respect ideas and communications, keep passwords safe. To know cyber bullying in unacceptable and how to report an incident.</p>	<p>Expressing viewpoints... past and present</p> <p>Collage and Textiles Look at patterns in our landscape and seas. Sketch landscapes, then using wool and other materials create textile landscapes. Pupils will be able to experiment with a range of media to overlap and layer to create informed and interesting colours and effects. Explore the types of paper available, layering and tearing. More able pupils could add stitching and explore different stitches and the effect this has on their landscapes.</p>	<p>PSHCE</p> <p>Our Happy School</p> <p>Out and About</p>
<p><u>Using maths in context:</u></p>	<p>Knowing about the world</p> <p>Human and Physical Geography Pupils will be able to locate countries where the invaders originated from on a world map, identifying key physical and human features, understanding why England looked more favourable. Comparing similarities and differences between these countries. Understand what a settlement is and use of land, economic activity including trade links and the distribution of natural resources</p>	<p>Title: Invasion! Why did the Anglo Saxons want to invade England?</p>  <p>Starting Visit: Liverpool Museum Later a visit to Jewish synagogue and local church.</p> <p>Class reader: Dragon adventure story</p>	<p>PE</p> <p>Coach Mark will be instructing pupils on the game of hockey and later gymnastics</p>	<p>End focus/celebration... sharing... event Invite parents to look at finished textiles and performance of "Thunder and Roar" song</p> <p>Talk for Writing – The story of first invasion to England. Pupils will be able to write their own stories of an invasion.</p> <p>The story of Boudicca Pupils will be able to write up a factual leader of people in a war situation.</p>
<p>Working scientifically</p> <p>Properties and changes of materials</p> <p>Understand what a material is; look at composition of molecules for gas, liquid and solid. Compare materials that were available to Anglo-Saxons compared to modern life. Compare and group materials on the basis of their properties. Investigate how some mixtures can be separated while some changes of state are irreversible. Investigate what materials were available to Anglo-Saxons to keep them warm in the winter, and experiment which would have been the best.</p>	<p>Learning about and from religion.</p> <p>Judaism: To investigate beliefs and practices in Judaism and to reflect on their own experiences. Show an awareness of similarities between Judaism and other religions, identify what rules, festivals and stages of life that will affect themselves. Describe the impact of Judaism on Jews and what it is like/means to be Jewish. Advent and Christmas: To investigate, interpret and explain the importance of churches in Christianity and link this to special places of their own. Describe what places inspire them; understand what the feelings of worshipers are.</p>	<p>Design... make... evaluate... technical knowledge, inc cookery</p> <p>Link to materials in Science and make bread To weigh and measure using a range of scales. To understand what can happen when inaccurate measuring occurs. To begin to understand the need to present food in an attractive way. To learn the skills of mixing, kneading and shaping. Link to Art and creation of textile land scape. To design and make some Anglo Saxon jewellery. Make detailed drawings, to plan how joins will be made. To plan a step by step approach. To use a glue gun under supervision.</p>	<p>Music</p> <p>Significant persons: scientist/artists /composers/ historical figures</p> <p>Improvise and compose music and use vocal sounds for a Viking working day. Sing and play percussion instruments with increasing confidence and control.</p>	<p>Drama/role play opportunities</p> <p>Learn the "Thunder and Roar" song and enact rowing and invading.</p> <p>Act out different parts of the invasions to England</p>