

### Geography

**Outcome:** children will learn about the Anglo-Saxon and Viking settlements in Britain. They should be able to:

- Identify environmental regions, key physical and human characteristics.
- Understand how some of these aspects have changed over time.
- Name and identify some of the counties in the United Kingdom and their identifying human and physical characteristics.
- Describe and understand key aspects of human geography:
  - types of settlement and land use, economic activity, distribution of natural resources (eg. minerals, water, water supplies).

### ART AND DESIGN

**Outcome:** children will create a painting of a Viking Longboat, focussing on the techniques used by Van Gogh. They should be able to:

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Use sketch books to record their observations and use them to review and revisit ideas.

### History

**Outcome:** children will learn about the Anglo-Saxons and the Vikings. They should be able to:

- Develop a chronologically secure knowledge and understanding of local, British, or world history.
- Establish narratives within and across the periods they study.
- Place events and objects in chronological order, in comparison to events/periods previously studied.
- Identify different ways in which the past is represented.
- Discuss reliability of sources and use evidence to find out about the past.
- Pose and answer enquiry questions.
- Learn about Anglo-Saxon invasions, settlements, kingdoms, place names and village life.
- Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Create an informative poster about the Anglo Saxons and Vikings to show their understanding of the Topic.
- Understand who Alfred the Great was and his impact on Britain.
- Use books and other resources to answer questions about the past.

### Computing

**Outcome:** children will learn about coding by creating a Viking maze. They should be able to:

- Use the programme language 'Scratch'.
- Design and write programs that accomplish specific goals.
- Solve the problem by decomposing it into smaller parts.
- Use sequence, selections and repetition.
- Use logical reasoning to explain how their algorithm works.
- Detect any correct errors in their programme and correct them.



### Maths

**Outcome:** children will continue their work on 'Fractions' and also look at 'Time'. They should be able to:

- Add and subtract fractions (including mixed numbers).
- Solve problems involving calculating quantities.
- Use their knowledge of fractions to solve problems.
- Tell the time on a 24-hour clock.
- Convert time in minutes to seconds.
- Convert time in hours to minutes.
- Solve word problems involving duration of time.
- Convert years to months and weeks to days.

### Languages

**Outcome:** children will continue to develop their language skills in French. This term they should be able to:

- Ask and answer questions on several topics.
- Follow a short familiar text, listening and reading at the same time.
- Recognise and apply simple agreements, singular & plural.
- Compare traditional stories.
- Use context & previous knowledge to determine meaning.

**PSHE Outcome:** children will be learning about living in the wider world. They should be able to:

- Discuss needs and wants and what the difference is between the two.
- Have an understanding of the importance of record keeping and budgeting in relation to personal spending.
- Understand the importance of the physical protection of money.
- Know some of the ways banks protect money.
- Understand what charitable giving means.

### English

**Outcome:** children read, analyse and learn the poem 'The Night mail' by W H Auden. Children will write a short poem about a train journey. In addition, we will write an informal letter to a friend or family member about a train journey. They should be able to:

- Organise paragraphs around a theme.
- Use formal and technical language.
- Use a range of conjunctions to extend sentences with more than one clause.
- Choose nouns and pronouns for clarity and cohesion.
- Edit and improve their work by assessing the effectiveness of their own and others' writing and suggest improvements.

### Religious Education

**Outcome:** children will learn about Christianity. Their enquiry question will be; 'Is forgiveness always possible?'. They should be able to:

- Establish the meaning of the word forgiveness.
- Use the right religious words to describe and compare what practices and experiences may be involved in belonging to Christianity. (E.g. worship in the Christian home and Church).
- Express religious beliefs (E.g. ideas, feelings) used by believers in a range of styles and suggest what they mean.
- Ask questions about the significant experiences of others.

### Science

**Outcome:** children will return to looking at 'Living Things' and 'Their Habitats' and research the effect of plastic pollution on our environment, in particular rivers and oceans. This will link with our return to looking at rivers.

They should be able to:

- Recognise that environments can change and that this can sometimes pose dangers to living thing.

### Music

**Outcome:** children will be starting a music unit based on 'Communication'. They should be able to:

- Copy rhythms and a short melody.
- Play ostinati and layer them in a performance.
- Use music to communicate a meaning.
- Compose a rap.

**PE Outcome:** children will learn about 'marking and tackling' through the use of invasion games. They should be able to:

- Develop the range and consistency of their skills in all games.
- Devise and use rules.
- Keep, adapt and make rules for striking and fielding and net games.
- Use and adapt tactics in different situations.
- Recognise which activities help their speed, strength and stamina and know when they are important in games.
- Recognise how specific activities affect their bodies.
- Explain their ideas and plans.
- Recognise aspects of their work that need improving.
- Suggest practices to improve their play.