

Intended Outcome of Topic



Develop the children's knowledge of the Saxons and Vikings. Children learn about and compare the two cultures and warfare tactics, understand chronology and study key individuals.

SMSC Links

Spiritual

- To develop a sense of awe and wonder about the world around them
- Use imagination and creativity in their learning
- Reflect willingly on their experiences.

Social

- Cooperate well with others and be able to resolve conflicts effectively
- Learn about the changes as children grow up
- Use a range of social skills in different contexts.

Cultural

- Understand and appreciate the wide range of cultural influences that have shaped our heritage
- Participate positively to artistic, musical, sporting and cultural opportunities.

Moral

- Understand legal boundaries and is so doing respect the civil and criminal law of England
- Understand the consequences of behaviour and actions.

[illegible]

CPHSE	Celebrating Difference <u>WE ARE LEARNING TO:</u> Scheme: Jigsaw	Celebrating Difference <u>WE ARE LEARNING TO:</u> Scheme: Jigsaw	Celebrating Difference <u>WE ARE LEARNING TO:</u> Scheme: Jigsaw		Celebrating Difference <u>WE ARE LEARNING TO:</u> Scheme: Jigsaw	Celebrating Difference <u>WE ARE LEARNING TO:</u> Scheme: Jigsaw	Celebrating Difference <u>WE ARE LEARNING TO:</u> Scheme: Jigsaw
History	Saxons and Vikings Who were the Saxons and Vikings and where did they come from?		Saxons and Vikings Who were significant figures during the Saxon times?	Saxons and Vikings What can artefacts tell us about the past?		Saxons and Vikings Why did the Vikings invade Britain?	Saxons and Vikings What religion did the Vikings follow? Extended write
RE	<u>What does sacrifice mean?</u>	<u>What does sacrifice mean?</u>	<u>What does sacrifice mean?</u>	<u>Where do Christian religious beliefs come from?</u>	<u>Where do Christian religious beliefs come from?</u>	<u>Where do Christian religious beliefs come from?</u>	<u>Where do Christian religious beliefs come from?</u>
Art		<u>WE ARE LEARNING TO:</u> Understand the Viking culture and the importance of textiles.		<u>WE ARE LEARNING TO:</u> Read and incorporate Viking runes into a textile patterned design.	<u>WE ARE LEARNING TO:</u> Understand the different types of textiles that were used for Viking clothing.	<u>WE ARE LEARNING TO:</u> Explore the understandings of Viking tapestries	<u>WE ARE LEARNING TO:</u> Use weaving techniques from the Viking era.
PE	(Hockey) <u>WE ARE LEARNING TO:</u> hold a hockey stick correctly and safely. (Dance) Explore and create characters and narratives in response to a range of stimuli. Scheme: PE Planning	(Hockey) <u>WE ARE LEARNING TO:</u> use a push pass. (Dance) Perform dances using a range of movement patterns. Scheme: PE Planning	(Hockey) <u>WE ARE LEARNING TO:</u> get in a low position when dribbling and/or passing. (Dance) Perform dances using a range of movement patterns. Scheme: PE Planning	(Hockey) <u>WE ARE LEARNING TO:</u> dribble a ball whilst changing direction. (Dance) Communicate what they want through their dances and perform with fluency and control, showing sensitivity to accompaniment and to others. Scheme: PE Planning	(Hockey) <u>WE ARE LEARNING TO:</u> use a slap pass. (Dance) Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway Scheme: PE Planning	(Hockey) <u>WE ARE LEARNING TO:</u> play hockey games against others. (Dance) Perform skills more accurately and consistently. Scheme: PE Planning	(Hockey) <u>WE ARE LEARNING TO:</u> play hockey games against others. (Dance) Perform skills more accurately and consistently. Scheme: PE Planning
Spanish	<u>Building vocabulary</u>	<u>Building vocabulary</u>	<u>Building vocabulary</u>	<u>Building vocabulary</u>	<u>Building vocabulary</u>	<u>Building vocabulary</u>	<u>Building vocabulary</u>
Other Details e.g. visits							