YEAR B - SPRING 1
Key Stage: Lower Juniors
Topic: Vikings and Anglo-Saxons

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English	**Maths**	
	Year 3	**Year 4**
Wind by Dionne Brand Children to write a poem about the wind set in either the Caribbean or UK. Key objectives: ● Use personification ● Careful verb choices ● Appropriate noun choices **How to Train Your Dragon** Children to write an adventure story based. Key objectives: ● Expanded noun phrases ● Use speech to develop character ● Develop tension ● Fronted adverbials **How to Care for your Beast** Children write instructions for Hagrid of how to look after his dragon or other mythical beast. Key objectives: ● Rhetorical questions ● Subordinate conjunctions ● Bullet points ● Imperative verbs	**Multiplication and division** ● Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables. ● Write and calculate mathematical statements for multiplication and division, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. ● Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems in which n objects are connected to m objects. **Fractions** ● Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 ● Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators ● Recognise and show, using diagrams, equivalent fractions with small denominators ● Add and subtract fractions with the same denominator within one whole. ● Compare and order unit fractions and fractions with the same denominators ● Solve problems that involve all of the above.	**Multiplication and division** ● Recall multiplication and division facts for multiplication tables up to 12x12. ● Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying 3 numbers together ● Recognise and use factor pairs and commutativity in mental calculations. ● Multiply two-digit and three-digit numbers by a one-digit number using formal written layout ● Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Fractions** ● Recognise and show, using diagrams, families of common equivalent fractions ● Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 ● Add and subtract fractions with the same denominator ● Solve simple measure and money problems involving fractions.

	Computing	History	Geography
Description	To create a game using the coding software Scratch.	To learn how Britain changed under the rule of the Anglo-Saxons.	
NC Objectives	● To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. ● Use sequence, selection and repetition in programs; work with variables and various forms of input and output. ● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	● Britain's settlement by Anglo-Saxons and Scots ● The Viking and Anglo-saxon struggle for the Kingdom of England to the time of Edward the Confessor	
Substantive Knowledge	● Understand how to make an algorithm to use when programming ● Understand how to decompose tasks into separate steps to create an algorithm ● Understand abstraction is focusing on important information ● Identify patterns in an algorithm and use repetition in algorithms ● Use logical reasoning to detect and correct errors in programs.	● Understand where Anglo-Saxons fall on a timeline ● Understand push and pull factors to move to Britain in Anglo-Saxon times ● Explore what homes and lives were like for ordinary people in Anglo-Saxon Britain ● Understand the differences between Christianity and Paganism ● Understand what Christian conversion is and how it impacted Anglo-Saxon Britain ● Compare Roman and Anglo-Saxon rule	
Disciplinary Skills	● Be able to write a complex algorithm independently to create a designed game ● To be able to decompose tasks and debug my algorithm	● **Chronology** - begins to understand historical periods overlap each other and vary in length; uses more precise chronological vocabulary; can give simple explanations that not everyone in the past lived in the same way; consistently uses period specific language in explanations ● **Continuity and Change** - can describe some changes in history over a period of time and identify some things which have stayed the same; can describe and give some examples of a range of changes at particular points in history while some things remained the same ● **Historical Significance** - Understands that events, people and developments are considered significant if they resulted in change ● **Historical enquiry** - asks perceptive questions	
Vocabulary	Algorithm, animation, application, code, code block, coding application, debug, decompose, interface, game, loop, predict, program, remixing code, repetition code, review, scratch, sprite, tinker	Anglo-Saxons, Britain, source, Romans, inventions, thanes, churls, slaves, village life, Christianity, Pagans, conversion, missionaries	
Assessment	To design and create a game using similar code to 'The Magic Carpet'.	End of unit essay and/or debate: Did the Anglo-Saxons ruin Britain?	

	Art	DT	Science
Description		To design and create a lidded box using Google Slides - ZOR themed	Biology - Living things in their habitats: the children use classification keys to identify living things and learn about the living things in different environments
NC Objectives		• To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design • Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have shaped the world • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	• Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose danger to living things.
Substantive Knowledge		• Design - research design criteria; generate ideas, use computer aided design to generate nets • Make - select suitable tools and equipment, follow safety procedures; cut, shape, join and finish • Evaluate - investigate a range of existing products; identify the strengths and weaknesses of the product; evaluate against their own criteria. • Technical knowledge - understand how nets can be used to make a 3D product; use a computer to generate an accurate net	• Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose danger to living things.
Disciplinary Skills		• To apply the substantive knowledge of the existing products and materials to create their own lidded box which is fit for purpose, functional and aesthetically pleasing • Make thoughtful improvements based on critical evaluation • Apply learning from other subjects (maths and art) to help design, make and evaluate quality products that work.	• Classifying vertebrates and invertebrates using classification keys and Venn diagrams • Use simple scientific language to draw labelled diagrams of vertebrates and invertebrates
Vocabulary		Reinforce, strengthen, aesthetics, shell structure, three-dimensional (3D), shape, net, cube, cuboid, prism, vertex, edge, face, length, width, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, laminating, font, graphics	Life processes, living, movement, respiration, sensitivity, growth, respiration, excretion, nutrition, reptile, mammal, amphibian, bird, fish, insect, arachnid, plant, environment, identify, environment, human, deforestation, urbanisation, climate, adapt, danger
Assessment		Children to design, create and evaluate their lidded box using Google Slides.	Headstart quiz on living things in their habitats

	PE	**Music**		**Religious Education**
Description	Indoor - creative Outdoor - hand and foot invasion	River's Journey	**Description**	**GOOD AND EVIL** Children will learn about the Hindu festival of Holi. they will gain an understanding of what it means for good to overcome evil and apply this to the Hindu story of Prahlad and Holika.
NC Objectives	• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Develop an understanding of the history of music	**Living Difference Concept Cycle**	**Communicate** To creatively express their response to the words good and evil. To describe what these words mean to them. **Apply** To recognise whether different characters in stories or films are good or evil and describe why I think this. To recognise that people are not just wholly good or completely evil and give examples of when this is the case. **Inquire** To accurately describe what is meant by good overcoming evil and to give examples that show when this has happened. **Contextualise** Toaccurately describe the story of Prahlad and use a story board to help them retell it. To accurately describe how Hindus celebrate Holi. **Evaluate** To discern and describe the importance to Hindus that good overcome evil in the story of Prahlad.
Substantive Knowledge	**Creative** • Develop flexibility, strength, technique, control and balance, whilst incorporating apparatus **Hand and foot invasion** • Use running, jumping, sending an object and receiving an object in combination • Play competitive games, modify where appropriate and apply basic principles suitable for attacking and defending.	• Identify melodic shape and explore different scale patterns including pentatonic, major and minor • Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar by not the same for example simple theme and variations. Further develop use of ostinato.		
Disciplinary Skills	• Perform actions, balances, body shapes and agilities with control incorporating apparatus • Adapt their own movements to include a partner in a sequence • Understand that strength and suppleness can be improved. • Play games with some accuracy, using a range of throwing and catching techniques • Understand that they need to defend as well as attack	• Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality • Recognise which improvements need to be made • Understand and use detailed graphic notation. Use basic stave notation • Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically • Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary	**Religious Traditions**	HINDUISM
Vocabulary	Strength, technique, balance, coordination, flexibility, chest pass, bounce pass, footwork	Melody, melodic, shape, scale, minor, theme, variations	**Vocabulary**	Good, evil, consequence, overcoming, Holi,
Assessment	Creative - To compose routine on the apparatus to perform Outdoor - Appropriate competition	Perform own arrangement of the River's Journey song Create and perform theme and variations in response to Angela's Poem.	**Assessment**	Produce a poster showing their response to good and evil, thinking about choice of colour, shape, vocabulary and imagery Retell the story of Prahlad and Holika

	PSHE	MFL (French)	
Description	Dreams and Goals - Be able to explain the different ways you learn and how this can help you achieve your dreams and goals.	To understand and follow classroom instructions in French, be able to say the colours in French and explain the history of the French flag	
NC Objectives	● Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	● Listen attentively to spoken language and show understanding by joining in and responding. ● Speak in sentences using familiar vocabulary, phrases and basic language structures. ● Appreciate stories in the language ● Understand basic grammar appropriate to the language being studied (feminine, masculine)	
Substantive Knowledge	● Explain a situation where a person has faced difficult challenges and achieved success ● Identify a dream/ambition that is important to me ● Enjoy facing new learning challenges and working out the best ways to achieve them ● Be motivated and enthusiastic about achieving new challenge ● Recognise obstacles which might hinder my achievement and take steps to overcome them ● Evaluate my own learning process and identify how it can be better next time.	● To understand and follow simple classroom instructions ● Be able to identify colours ● To explain the history of the French flag	
Disciplinary Skills	● Respect and admire people who overcome obstacles and achieve their dreams and goals ● Imagine how I will feel when I achieve my dreams ● Break down a goal into a number of steps and how others could help me achieve it ● Know that I am responsible for my own learning and use my strengths as a learner to achieve the challenge ● Manage the feelings of frustration that may arise when obstacles occur ● Be confident in sharing my success with others	● Listen and show understanding of single words through physical response. ● Listen and show understanding of short phrases through physical response ● Recognise a familiar question and respond ● Use familiar vocabulary to saw a short sentence using a language scaffold ● Name the gender of nouns, name the indefinite article for both genres and use correctly ● Recognise and use the first person possessive adjectives (mon, ma)	
Vocabulary	Perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, cooperation, challenge, team work, strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, celebrate, evaluate	Levez-vous, asseyez-vous, levez la main, baissez la main, écoutez, regardez-moi. Jackque a dit, orange, noir, blanc, rose, marron/brun, violet, rouge, jaune, vert, bleu, le drapeau tricolore, Liberté, Egalité, Fraternité	
Assessment	Be able to explain the different ways that help me learn and what I need to do to improve. I can share my success with others and explain how these feelings can be stored in my internal treasure chest and why this is important.	Children to identify the colours on the French flag in French and explain about the French Revolution.	