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| Term: Autumn 2023Unit of Learning: Anglo SaxonsClass: Juniors

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| Successful Learners |
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| Areas of Enquiry | Key Vocabulary | Reading | Enrichments |
| **As Historians,** we will be studying Britain’s Settlements by Anglo Saxons and Scots. Alfred the Great-How great was he?**As Geographers,** In Geography we will be learning about the geography of South America. Our enquiry question is ‘What is deforestation and how is it impacting South America? We will be using globes, maps and atlases to locate and identify the countries of South America and will learn about**As Scientists,** this term we will be investigating light. **As Artists,** will be learning about still life drawings and portraits. Our enquiry question is ‘how can we create a realistic drawn image of a person or an object?’ Our focus will be shading, and we will learn how to develop our ideas to make objects look 3D through inspiration taken from Georgia Okeefe (poppies). **As Design Technologists,** In DT we will be working on a construction unit linked to our history topic The Saxons. Our enquiry question is ‘How can we make a structure strong sand stable?’ We will be learning to create a frame structure using wood, carefully measuring, cutting using saws and learning how to strengthen our structure.**In PSHE,** Relationships will be our focus and we will **e**xpress opinions and listen to those of others whilst considering other people’s points of view.**In PE** we will be extending our skills for playing a contact sport. This half term we will continue to improve our football skills, focussing on working as a team to attack and defend.**As Computer Scientists,** we will study and discuss E-Safety and Computing systems and networks: The Internet.**As linguists,** we will build on our French with year 3 and 4 ‘getting to know you’ and year 5 and 6 ‘pleased to meet you’ topics.**In RE** we will be learning about Harvest and how this is celebrated across the world.STE | **History** – Angles, Saxons, Jutes, Picts, Scots, Romans empire, invade, occupy, settle, missionary, pagan, Christianity monastery, Lindesfarne, Sutton-Hoo St Augustine:, King Aethelbert, King Offa, King Arthur, Bede, Northumbria, Mercia, Wessex, East Anglia, Sussex, Essex, Kent, legacy.**Geography-** Continents, The Americas, South America, North America, Physical Geography, Human Geography, geographical, natural and Man-made features, characteristics, sources, evidence, environment, Pacific, region, settlements, contours, position, latitude, longitude, northern and southern hemisphere, tropics of cancer and Capricorn, climate, tropical, biomes**Science** –year 3/4 Light, dark, shadow, transparent, opaque, direction, light travels, translucent, shortest, longest, highest, object, material, light source, Sun, night, day, yr 5 / 6: Light, beam, reflect, reflection, opaque, mirror, light travelling, source, reflected, travel, block, shiny surface.**Art:** Art - Year 3 / 4 foreground, background, blend, mix, line, shade, frame, position, change, improve, sketch, form, texture, tone, weight, pressure, shading, portrait, appearance, character, personality Year 5 / 6 shape, hard, light, portrait, tone, blend, shade, viewpoint, distance, direction, angle, perspective, alter, modify, image, subject, portrait, caricature, expression**DT:** Year 3 and 4: shell structure, three-dimensional (3D), edge, face, length, width, breadth, marking out, scoring, joining, assemble, accuracy, material, stiff, strong, corrugated Year 5 and 6: Year 3 and 4 vocab plus: frame structure, stiffen, strengthen, reinforce, triangulation, strut, stability**PSHE:** citizenship, democracy, responsibilities, emotions.**PE:** challenge, team, intercept, possession, target, Tactics, positions, defend, defender, mark, space, tackle**Computing:** e-safety, concerns, consequences, respect. Digital, Device, Input, Output, Networks, Infrastructure, Wireless, Process, Connection, Email, Safety,Internet. Systems, connection, digital, input, process, output, index, crawler, bot, search engine**French:** Year3 / 4: Bonjour, Comment t’appelles tu? Ca-va? Au revoir, 0-10.Year 5 /6: As-tu des animaux a la maison? Je vais, Je porte, J’aime.**RE:** Old Testament, festival, celebrations, opinion. | In our classroom we have a Topic book display relevant to current topics.Class novel: Year 5 and 6 – ‘Arthur, High King of Britain’ by Michael MorpurgoYear 3 and 4 – ‘The Demon Headmaster’ | Day visit to Tower Wood Outdoor Activity CentreMuseum visitSTEM workshop |
| Prior Learning |
| History- chn have previously been taught about the Norman Invasion (castles)Infants in geography have used map skills (continents) Science – children have looked at seasons (light) |
| Responsible Citizens |
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| Taking Responsibility |  | Christian & British Values |  | In Our Community |
| Working independently to take care of our personal belongings and those belonging to our school. Taking responsibility for our physical and mental wellbeing. (Mental health week 2nd -8th Oct) |  | Our Christian values this term are Love and Joy. Children are taught to have mutual respect and tolerance towards others. To have empathy and understanding of people from different backgrounds. We give pupils regular opportunities to learn about different cultures and beliefs to reinforce messages of tolerance and respect. This will allow them to understand and respect different values different from their own.  |  | Continuing our link with our local church by attending different services and through school assemblies which are delivered by a range of local Christian organisations including NISCU and Capernwray.  Through School Council and PTA, we will organise events within school, inviting people from our community. Attention is paid to worldwide events, through First News, Espresso News and Newsround and children are given opportunities to discuss, debate and pray for others.  |

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| Confident Individuals |
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| Key Learning Outcomes |
| **Science:** Year 3 and 4 **Light** Recognise that they need light in order to see things and that dark is the absence of light.Notice that light is reflected from surfaces. Recognise that shadows are formed when the light from a light source is blocked by an opaque object.Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.Find patterns in the way that the size of shadows change. | Year 3 and 4:**Living things and their habitat** 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 dangers to living things. | Year 5 and 6: **Light** Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.Recognise that light appears to travel in straight lines.Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | Year 5 and 6: **Earth & Space**Describe the movement of Earth, and other planets, relative to the sun in the solar system.Describe the movement of the moon relative to the earth.Describe the sun, earth, moon as approximately spherical bodies.Use the idea of the earth's rotation to explain day and night and apparent movement of the sun across the sky. |
| **History** Britain’s Settlements by Anglo Saxons and ScotsYear 3 & 4I can use some words such as century and decadeI know that the past can be divided into different time chunks like the Romans or TudorsI can examine artefacts, and am able to look at pictures and writing to tell me about people from the pastI can ask and answer questions about the significance of events and changes caused. I can select from a variety of sources of information to find the answers I needI can describe what I know clearly in writing, drawing, role-play and speaking I use words such as invasion, settlement, and Anglo=Saxon periodYear 5 & 6I can sequence historical periods.I can recall facts about aspects of both British and World HistoryI can describe specific features of past societies and periodsI know how to identify changes within and across different periods.I can make some links between past societies and periodsI can describe main events, peoples and changesI can describe the impact of events on Britain I can accurately describe and make links between people, events and changesI can give reasons for and results of these changesI can ask and find the answers to questions about changes and significance of events on Britain.I can choose appropriate sources to answer questions about specific people.I can select, organise the information about what I have learned to produce structured writing, using dates and terms such as century, decade, BC/AD. | **Geography**The geography of South America Year 3 / 4To show a developing understanding of South America. To know and explain some of the physical and human features of a place.To be aware that different places may have similarities and differences that influence the lives of people.To offer simple reasons for their observations about places and environments. To be able to describe the physical and human features of different localities offering explanations for some of those features.To use skills and sources of evidence to respond to a range of geographical questions about the environment.To begin to use appropriate vocabulary to communicate their findings.To identify N. America, S. America and Oceania on globe. describe the climates and biomes of different regions across the Americas.locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesidentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricornunderstand geographical similarities and differences through the study of human and physical geography of a region within South America and compare to our previous study of Europedescribe and understand key aspects of Physical and Human geography. | **Art**Drawing - still life, portraits of flowers (Georgia O’Keefe - poppies)YEAR 3 & 4Use sketchbooks to collect and record visual information from different sourcesDraw for a sustained period of time at an appropriate levelMake marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks, forms and shapes.Begin to show an awareness of objects having a third dimension.Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple wayCreate textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. YEAR 5 & 6Work from a variety of sources including observation, photographs and digital images.Work in a sustained and independent way to create a detailed drawing.Develop close observation skills using a variety of view finders.Use a sketchbook to collect and develop ideasIdentify artists who have worked in a similar way to their own work.Use dry media to make different marks, lines, patterns and shapes within a drawing.Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils.Use different techniques for different purposes i.e. shading, hatching within their own work. | **Design & Technology**Construction – Anglo Saxon VillageYear 3 & 4Create shell or frame structures, strengthen frames with diagonal struts Make structures more stable by giving them a wide base Prototype frame and shell structures Measure and mark square selection, strip and dowel accordingly to 1cm Use glue gun with close supervision (one to one)Year 5 & 6Use bradawl to mark hole positionsUse hand drill to drill tight and loose fit holesCut strip wood, dowel, square section wood accurately to 1mmJoin materials using appropriate methodsBuild frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanismsUse glue gun with close supervision |
| **Computing Year 3 / 4:****Computing systems and networks**: **The Internet**To describe how networks physically connect to other networks.To recognise how networked devices make up the internetTo outline how websites can be shared via the World Wide Web (WWW)To describe how content can be added and accessed on the World Wide Web (WWW)To recognise how the content of the WWW is created by peopleTo evaluate the consequences of unreliable content.**Computing systems and networks: Connecting Computers**To explain how digital devices functionTo identify input and output devicesTo recognise how digital devices can change the way we workTo explain how a computer network can be used to share informationTo explore how digital devices can be connectedTo recognise the physical components of a network | **Computing year 5 / 6:****Computing systems and networks Communication**To describe how search engines select resultsTo explain how search results are rankedTo recognise why the order of results is important, and to whomTo recognise how we communicate using technologyTo evaluate different**Data and information: Spreadsheets**To identify questions which can be answered using dataTo explain that objects can be described using dataTo explain that formulas can be used to produce calculated dataTo apply formulas to data, including duplicatingTo create a spreadsheet to plan an eventTo choose suitable ways to present data | **PSHE** **Relationships**Express opinions and listen to those of others.Consider others’ points of view.Practice explaining the thinking behind their ideas and opinionsDemonstrate strategies for working on a collaborative task;Define successful qualities of teamwork and collaboration.Identify a wide range of feelings;Recognise that different people can have different feelings in the same situation;Explain how feelings can be linked to physical state.Demonstrate how to respond to a wide range of feelings in others;Give examples of some key qualities of friendship;Reflect on their own friendship qualities.Identify what things make a relationship unhealthy;Identify who they could talk to if they needed help.Recognise and empathise with patterns of behaviour in peer-group dynamics;Recognise basic emotional needs and understand that they change according to circumstance;Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.  | **PSHE****Rights and Responsibilities**Understand that humans have rights and also need to respect the rights of other;Identify some rights and also need to respect the rights of others that come with these rights.Define the word influence;Recognise that reports in the media can influence the way they think about an topic;Form and present their own opinions based on factual information and express or present these in a respectfulDefine what a volunteer is;Identify people who are volunteers in the school community;Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.State the costs involved in producing and selling an item;Suggest questions a consumer should ask before buying a product.Explain what we mean by the terms voluntary, community and pressure (action) group;Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. |