

Class: Sycamore/ Cedar/ Maple		Spring Term 1		Half Termly Curriculum Map		Topic: Traders & Raiders	
	Week 1 8 <sup>th</sup> Jan Topic Launch	Week 2 13 <sup>th</sup> Jan	Week 3 20 <sup>th</sup> Jan	Week 4 27 <sup>th</sup> Jan	Week 5 3rd Feb	Week 6 10th Feb	Half Term
English	<p>Topic Launch – Traders and Raiders – Making Anglo Saxons helmets.</p> <p>What do the children already know about the Saxons and Vikings?</p> <p>What are we aiming to find out? Find out significant dates regarding the 'Traders and Raiders'</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg">https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg</a></p> <p><b>Meeting St Bede</b> – Gain an understanding of who he is, develop and create a character profile on this famous monk.</p>	<p><b>Outcome: NCR report. New Lands</b> <i>I can come up with a range of emotions and adjectives to describe the arrival of the Anglo-Saxons</i></p> <p>Imaginative Task – Imagine you are a Saxon landing on new land for the first time. Descriptive Vocabulary – Feelings and adjectives – Chooser Boards</p> <p>NC – Draft and write by in narratives, creating a setting, characters and a plot</p> <p><b>Meeting for the 1<sup>st</sup> time</b> <i>I can create a dialogue between a resident and a Saxon invader using effective speech punctuation</i></p> <p>Work out what a Saxon invader would say to a current resident of Britain – Speech punctuation NC – indicate grammatical and other features by using and punctuating direct speech</p> <p><b>Sequencing Reports</b> <i>I can plan, sequence and write a non-chronological report from the perspective of a resident of Britain during the Anglo-Saxon invasion</i></p> <p>NCR – plan and sequence a short report from the view of a current resident of Britain watching the Anglo Saxons beginning their invasion.</p>	<p><b>Fact or Fiction?</b> Discuss how stories change over time, Share their comic strip in groups or as a class.</p> <p><b>Alfred the Great</b> Who was he? What's he Famous for? What makes him 'Great'</p>	<p><b>Outcome – Character Profile on Alfred the Great</b></p> <p><b>Alfred's Character</b> – Innovating his famous speech, using a range of powerful adjectives and adverbs.</p> <p><b>Describing King Alfred</b> – Use initial ideas to list similes, adjectives, metaphors etc that effectively describe King Alfred.</p> <p><b>Completing Character Profiles</b></p> <p><b>Viking Stories &amp; Poems</b> Learning and re-telling traditional Viking stories.</p>	<p><b>Viking Feast – Instruction writing.</b> Ch to complete instruction writing on the method and ingredients how to make bread.</p> <p><b>Poem Drafting &amp; Writing</b> – Create a plan for a traditional Viking poem of your own. Imagine they are a Skald (poet) of a famous Viking.</p>	<p><b>Outcome – Persuasive Writing – Speech</b></p> <p><b>Persuasive Writing Features</b> – children to annotate and identify features of a persuasive piece of writing.</p> <p><b>Drafting and writing</b> Children to plan, draft and write a speech in which they are trying to persuade others to join their tribe – Saxons or Vikings.</p> <p><b>Exhibition</b> – Ch to host an Exhibition afternoon where Art and Design work is displayed and talked through.</p>	

		<p>NC - Draft and write by; in non-narrative material using simple organisational devices</p> <p><b>Retelling the legend</b> Children will create a comic strip on King Arthur using reached facts from previous day. NC - Draft and write by organising</p>					
<b>Reading</b>	VIPERS - 'An Anglo- Saxon Mystery'	<p>VIPERS - 'An Anglo Saxon Mystery'</p> <p>St Bede Reading Comp</p>	<p><b>Fact or Fiction?</b> What makes a good storyteller? Discuss how stories change over time, Share their comic strip in groups or as a class. - Add expression, dramatize certain parts etc.</p>	VIPERS - 'Dragons in the Sky'			
<b>RWI/spelling</b>							
<b>Big write</b>							
<b>Maths</b>	<p>Autumn Block</p> <p>Multiplication &amp; Division</p> <p>Children use their previous knowledge of multiplying and dividing to become fluent in the 9 times table.</p> <p>They apply their knowledge in different contexts.</p>	<p>White Rose end of/start of block assessments.</p> <p>Spring Block 1 Multiplication and Division</p> <p>11 and 12 times table progressive questions.</p> <p>Multiply 3 numbers</p>	<p>White Rose Spring block 1 Multiplication and division</p> <p>Factor Pairs</p> <p>Efficient multiplication</p> <p>Written methods</p>	<p>White Rose Spring block 1 Multiplication and division</p> <p>Multiply 2-digits by 1-digit Multiply 3-digits by 1-digit Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (2)</p>	<p>White Rose Spring block 1 Multiplication and Division</p> <p>Divide 3 digits by 1 digit Correspondence problems</p> <p>End of Block Assessments</p> <p>White Rose Spring Block 2: Measurement: Area</p> <p>What is Area? Counting Squares</p>	<p>White Rose Spring Block 2: Area</p> <p>Making Shapes Comparing Area</p>	
<b>Science</b>							
<b>Art and Design</b>	Design an Anglo-Saxon helmet.		<b>Anglo Saxon Homes</b> - Design, draw and label your own Anglo-Saxon home.		<b>Gods &amp; Goddesses</b> - Children to complete sketches of a selected god/goddess	<b>Advertise Exhibition</b> - Ch to make posters for an exhibition to showcase all the Art and Craft they've completed from the topic	
<b>Computing</b>		<b>King Arthur</b> Use a range of resources to research King Arthur - iPads, Chromebooks.	<b>Research Groups</b> - Research what life might have been like as an Anglo Saxon				

			<b>Virtual Museum</b> - Design and deliver a presentation on Saxon Artefacts.				
<b>Design Technology</b>	Create an Anglo-Saxon helmet .		<b>Charm Making</b> - Children will make Anglo-Saxon necklaces		<b>Viking Feast</b> - Ch to bake bread based upon their instruction writing.		
<b>Geography</b>	<b>Saxon Shore</b> Thoughts - Map Work  <i>NC -Use maps to locate countries and describe features described.</i>		<b>Locating Places</b> - Using Maps children will locate a range of Anglo-Saxon sites.  <b>Saxon Towns and Villages</b> - Using a range of resources find out where Saxons settled.		<b>Viking Raiders</b> - Use Maps of Europe to identify countries from which the Viking Raiders came.		
<b>History</b>	Significant dates - What period of time did the Saxons and Vikings invade and settle.  Create a timeline  Meeting St Bede - Develop a character profile  <i>NC - The Viking and Anglo struggle for the Kingdom of England to the time of Edward the Confessor</i>	<b>New Lands</b> Imaginative Task - Imaging you are a Saxon landing on new land for the first time.  <b>King Arthur</b> - Using retrieval of facts - Devise a short factfile on King Arthur	<b>Research Groups</b> - Create an information board about life as an Anglo Saxon  <b>Beware of the Viking Raiders</b> - Who were the Vikings? -Where did they come from? -When was the 1 <sup>st</sup> Viking raid?		<b>Viking Life</b> - research in detail an aspect of Viking life, such as; Ships, Battle, Valhalla - Afterlife, Gods & Goddesses.  <b>Death and Afterlife</b> - Find out from a variety of resources the Vikings beliefs regarding Death and Afterlife.	<b>Trade Fair</b> - Ch will decide whether to be an Anglo Saxon or Viking at the fair.  What will you be selling? What will you charge? Who will you invite?	
<b>Music</b>					Traditional Viking music playing during taste testing. Making observations between current music and Viking music.		
<b>Physical Education</b>	<b>Attack and defense</b> - invasion games - Bench ball, Treasure Chest.			P.E - Netball/Dance - invasion games			
<b>Religious Education</b>					Lessons linked to <b>Gods and Goddesses</b> . Free Writing - Children to make comparisons between Gods and Goddesses that Vikings believed in and what God/s are believed in.		
<b>PSHE</b>		Discussions upon feelings with how residents would have felt, alongside the invaders themselves.					
<b>Outdoor learning</b>							
<b>Educational visits/visitors</b>				<b>All day Visit from 'SteamHorse'</b> - Anglo Saxon and Viking re-enactment company.			