

Medium Term Planning Spring Term 2018: Invaders and Settlers –Vikings.

<p>Launch– Landing : Trip to Ancient technology centre.</p>						
<p>Essential Opportunities (Subject content NC coverage + schools)</p>						
History	Geography	Art & DT	PE	RE	Music	French
<p>The Viking and Anglo Saxon struggle for the Kingdom of England.</p>	<p>Identify and locate countries from which the Vikings originated</p>	<p>Make a moving toy for a small child</p> <p>DT project WITH OUR LOCAL SECONDARY SCHOOL</p> <p>3D models of Viking ships</p> <p>Marbling (Linked to Earth & Space)</p> <p>Drawing</p>	<p>Dance</p> <p>Gym</p> <p>Invasion games</p>	<p>Incarnation: Was Christ the Messiah?</p> <p>Islam: Ninety Nine Beautiful Names. (The Power of Words in Islam)</p> <p>•</p>	<p>• Improve and compose music using the inter-related dimensions of music separately and in combination.</p> <p>• Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>• Use and understand basic musical notations.</p>	<p>Sing/speak/Read/Wri te using a variety of vocabulary</p> <p>Look at the culture of French speaking countries.</p>
<p>Essentials for Progress (skills coverage)</p>						
<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving 	<ul style="list-style-type: none"> • Investigate the countries and capitals of the United Kingdom and Northern Europe. Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. 	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>• Use a choice of techniques to depict movement, perspective, shadows</p>	<ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. Use rolling, hitting, running, jumping, catching and 	<ul style="list-style-type: none"> • Explore the place of incarnation within the `Big Story` of the Bible • Identify Gospel and Prophecy texts 		<p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p> <p>• Describe, with interesting detail, some similarities and</p>

<p>reasons for choices. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence</p>	<ul style="list-style-type: none"> • Use simple compass directions. 	<p>and reflection.</p> <p>Combine colours, tones and tints to enhance the mood of a piece</p> <p><u>DT</u></p> <p>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p> <p>Use innovative combinations mechanics in product designs.</p> <p>Make products through stages of prototypes, making continual refinements.(Evaluate)</p>	<p>kicking skills in combination.</p> <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination and awareness of space. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. • Show contrasts (such as small/ tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> • Show how Christians celebrate their beliefs through Christmas • Explore the idea that Jesus is Saviour from God • What do Muslims believe about Allah? • How does the Quran shape believer`s lives? • 		<p>differences between countries and communities where the language is spoken and this country.</p> <p>Understand the main points from spoken passages.</p> <ul style="list-style-type: none"> • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary.
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Using Communication	Using Maths
<p>Writing - Cross Curricular Ideas. Arguments about most appropriate settlement sites, writing reports, studying Shakespearean plays, Writing short stories</p> <p>Speaking and Listening : Presentation of research Debates and discussions based on topics (History and RE)</p>	<p>Maths – Fractions/Decimals/Percentages/</p> <p>Cross Curricular Ideas :</p> <p>Shapes and measurement in design</p> <p>Data handling link</p>
Computing	
<p>Essential Opportunities</p> <ul style="list-style-type: none"> • Safety in Technology • Understanding Algorithms • Understanding the Internet • Analyzing and Evaluating Data 	<p>Essential for Progress (Skills)</p>
Science	
<p>Essential Opportunities</p> <p>Earth and space</p> <ul style="list-style-type: none"> • Look at the movement of the Earth and the Moon • Explain day and night 	<p>Essential for Progress (Skills)</p> <ul style="list-style-type: none"> • Ask <p>. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p>

- I can define gravity force , weight = mass x gravitational field strength (g) on Earth $g=10\text{N/kg}$, different on other planets , stars
- Seasons and day length at different times of the year and in different hemispheres

- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Work Scientifically

- Report and present findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
 - Gather and record data using tables and graphs
- Draw / make models

Personal Development (PSHE)

- Going for Goals
- Recognizing own and others feelings
- Strategies to deal with peer pressure
- Love & Sex Matters Lesson 4 Firm Foundations

E-safety

Cyber Café Lesson 5 - Responsible use of the internet

Cyber Café Lesson 8 - Behaving responsibly

Cyber Safety Workshops 2nd February - linked to Internet Safety Day

Curriculum Drivers

Community	Spiritual and Moral	Risk Taking	Mastery
As people concerned with developing a sense of community we will	In our spiritual and moral development we will be extending the children's	As people concerned in developing children's ability to take risks we will encourage the children to	As people concerned with developing mastery we will plan opportunities for children to deepen and broaden their

<p>continue to strengthen relationships within the school and across our community by: developing our mentoring programme Utilising the strength and expertise within and beyond our school community.</p>	<p>understanding of the values of compassion and generosity ;</p>	<p>deduce and reason for themselves. Communicate in a foreign language. Develop their self -confidence Promote an ethos that is safe so the children become increasingly confident to take risks in their learning</p>	<p>understanding of key concepts and ideas through repetition of key concepts in different contexts.</p>
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ENRICHMENT OPPORTUNITIES

Trip to ancient technology centre.

Implications for next term

Skills to revisit

Subject Knowledge

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