



Stunning Start:

Build Viking longships and test in water

Fabulous Finish:

Showcasing our work to parents

Real life experiences

Viking Invasion on the school field
Build Viking longships and test in water



English

Storytelling Text: Odin Creates the World -
Viking Saga



Assembly Theme:

Courage

Emotional Literacy:

Introduction to Zones of Regulation

Wellbeing

Physical – daily mile – challenge to run across
Scandinavia
Mental – breathing exercises to calm and focus – whale
breaths
Singing



Imitation: Read Odin Creates the World and learn the text
through drama techniques

Spelling, Punctuation and Grammar: Conjunctions (after,
before, when), adverbials of time, singular possessive
apostrophe

Innovation: Change the character/ setting

Invention: Write a creation tale

Wider Curriculum Writing: Non-chronological report:
Hindu deities (RE)

Mathematics:



White Rose Units:

Number: Place Value

Number: Addition and Subtraction

Key Skills Session:

TT Rockstars

Mastering Number

Oracy

Physical: Pace of reading in Reading Fluency sessions.
Linguistic: Appropriate use of expression and volume when
speaking.
Cognitive: Structure and organisation of talk, in discussions
with a partner, group and talking to the whole class.
Social and Emotional: Nurturing empathy, listening and
responsible dialogue in PSHE







Novel Study Text: Arthur and the Golden Rope by Joe
Todd Stanton










Environment and Community

Finding out how Saxons and Vikings influenced
place names and finding out about the origins of some
Cornish place names.



	History 	RE 	Computing 	Design Technology 
Unit title:	Themes: Settlements and Conflict Unit: What caused the Battle of Hastings and what were its effects?	Theme: Hindus Unit: What do Hindus believe God is like? (Unit 27)	Area: Computer systems and networks Unit: The Internet	Area: Textiles Unit: Fastenings
Builds On:	Year: 3 Term: Spring 2 Unit: How did Britain change during prehistory?	New learning – first unit on Hinduism	Year: 3 Term: Autumn 2 Unit: Connecting computers	Year: 3 Term: Summer 1 Unit: Textiles – flags
Memory Master:	Explain how homes and settlements changed during prehistory and why (explanation with diagrams).	Mind map of religions we've learnt.	Describe the physical components of a network and how digital devices can be connected.	Quiz on textiles flags unit
Lesson Sequence:	Who were the Anglo-Saxons and why did they come to Britain?	How do many Hindus describe ultimate reality?	I can describe how networks physically connect to other networks.	Research I can explore the main types of fastenings. I can explain the benefits and disadvantages of each fastening.
	What was life like in Anglo-Saxon Britain?	How might the idea of Brahman being in everything affect how you live?	I can recognise how networked devices make up the Internet.	Skill I can thread a needle. I can sew using a neat running stitch. I can attach a fastening by sewing.
	What stayed the same and what was different when the Anglo-Saxons and Scots settled in Britain?	What can we find out about some Hindu deities?	I can outline how websites can be shared via the World Wide Web (WWW).	Design I can design a book sleeve that includes a fastening.
	What can we learn about the Anglo-Saxons from the things they left behind?	How do many Hindus understand deities?	I can describe how content can be added and accessed on the World Wide Web (WWW).	Make I can make a paper template. I can assemble the book sleeve and join it by sewing.
	How did Christianity spread in Anglo-Saxon England?	What can we learn about deities from Ganesh?	I can recognise how the content of the WWW is created by people.	Evaluate I can evaluate my book sleeve by considering if it is fit for purpose. Show what you know
	Why was Edward the Confessor significant? Show what you know	What do Hindus believe God is like? Show what you know	I can evaluate the consequences of unreliable content.	
Composite:	Unit extends to Vikings in Autumn 2	Children read labels explaining the symbolism and match them to the relevant parts of the image of Ganesh.	Review images and decide whether they are real. Look at why web searches can return misleading results. Complete practical activity, demonstrating how quickly information can spread.	Design and make a fabric book sleeve.
Impact:	Unit extends to Vikings in Autumn 2	Children can identify some Hindu deities and say how they help Hindus describe God. They make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. They offer informed suggestions about what Hindu murtis express about God.	Children know the internet is a global network of networks and purpose of routers is to connect them together; send information around the internet and choose quickest route for information. They know sounds and sights can be shared on the World Wide and common domains /websites/browsers. They know that some websites let you create content and some let you listen or view content and copyright is owned by the creator of material and that others cannot use this as their own.	Children can design a book sleeve. They can thread a needle and join fabric using a running stitch. They can evaluate products by testing and evaluating the success of a final product.

	Art and Design 	Physical Education 	Sport 	Music 
Unit title:	Techniques: Drawing, painting and textiles Style and Period: Romanesque 11 th C Pop Art 20 th C Artists: Bayeaux Tapestry, Andy Warhol Roy Lichtenstein	Learning focus: Personal Unit: REAL Dance	Unit: Football	Unit: Mamma Mia
Builds On:	Year: 3 Term: Summer 1 - Drawing and textiles Year: 4 Term: Autumn 1 - Drawing and painting	Year: Year 3 Term: Autumn 2 Unit: REAL Dance	Year: Year 3 Term: Autumn 1 Unit: Football	Year: 3 Term: Summer 2 Unit: Bringing Us Together
Memory Master:	Revisit drawing techniques and artists/styles from previous unit.	N/A	N/A	Sing 'Bringing us together' with accuracy, control and expression.
Lesson Sequence:	I can draw examples from the Bayeaux Tapestry.	Warm up games Follow the leader and All change Fundamental Movement Skills Shapes solo Circles solo Partnering shapes Partnering (lifts) Partnering circles Artistry (making) Skills Application Give your dance a shape Young creators Partners in creation Lift to the skies Lords of the rings and Creative mania	I can stop the ball with my fee	I can confidently identify and move to the pulse.
	I can use watercolour paint to produce washes for backgrounds then add detail.		I can pass the ball in different ways with increased accuracy.	I can talk about the musical dimensions working together in the unit.
	I can design my own tapestry piece onto fabric.		I can dribble the ball using my feet, both if possible.	I can listen carefully and respectfully to thoughts about music.
	I can use a running stitch to outline the objects on my tapestry.		I can tackle safely and effectively.	I can sing in unison in simple two-parts.
	I can transform a section of the tapestry into a piece of modern art.		I can shoot a football with success.	I can sing with awareness of being in tune.
			I can use tactics in games.	Sing as part of a group, holding the tune of Abba songs.
Composite:	Children will draw and paint a section of the Bayeux tapestry. Design and stitch a section inspired by the Bayeaux Tapestry. Recreate tapestry images through Pop Art.	Children perform a repeatable sequence including a variety of movements learnt so far; both individually and with a partner.	Play game in 3 v 3 and to score points, the ball must be passed to, and stopped by a child who has been nominated to receive the ball in the end zone.	Children will sing in tune to a range of popular songs.
Impact:	Children will refine their drawing and shading techniques through design. They will know how to design and stitch their own designs onto fabric.	REAL PE – Personal Cog Children know where they are with their learning and have begun to challenge themselves.	Children can move the ball keeping it under control whilst changing direction. They apply basic attacking and defending principles e.g. finding and using space in game situations. They pass, shoot, receive a ball with increasing accuracy, control and success. They challenge a player in possession of the ball.	Children can sing in tune with appropriate volume, singing along to and recognising some songs by Abba.

	PSHE 	PSHE 	PSHE (Special Week) 
Unit title:	Brook Learn 1 Unit: What makes a good friend?	Brook Learn 2 Unit: Respecting others	Theme: Stay Safe Week
Builds On:	Year: 3 Term: Autumn 2 Unit: Individual and collective strengths	Year: 1 Term: Autumn 2 Unit: Rights, responsibilities, and respect	Year: 1 Term: Autumn 1 Unit: Emergencies and getting help (BL)
Memory Master:	As a whole class, make a list of ways we can show teamwork.	Create a mind map showing ways we can show kindness	Pupils to list the different emergency services
Lesson Sequence:	I can identify the qualities of a good friend.	I can explain what respect means.	I can explain how to get help in a range of emergency situations.
	I can understand that friendships change across our lifetime. I can describe the effects of loneliness and how to get support.	I can understand there are limits to having freedom of opinion and speech. I can understand we can disagree with an opinion but still respect someone.	I know what information to give when calling for help.
Composite:	Discuss friendship scenarios and share solutions	Take part in a debate, following the 'respect rules'	Role play emergency situations and how to get help
Impact:	Children will know how to support themselves and others if they are lonely	Children will be able to respond to others, showing respect	Children will be confident to seek appropriate help in an emergency situation