

Awesome Anglo Saxons– Year 3/4 Autumn 1

| Subject | Skills and Objectives | Possible activities |
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| English | <p><u>Speaking and Listening</u> Talk for Writing, role play, drama, hot seating, Talking Partners and discussion groups, presentations.</p> <p><u>Spelling and grammar</u> Topic related words eg battle, shield, iron, guard, destroy, settlement etc Spelling revision New patterns– ly tion and homophones Word classes- nouns, verbs, adjectives.</p> <p><u>Reading</u> Word reading and recognition -exception words Comprehension skills, information retrieval , prediction and inference.</p> <p><u>Writing</u> Talk for Writing, story mapping, Anglo-Saxon myths and legends eg Beowulf and the Dragon, letters, descriptions, information texts, digital literacy and poetry</p> | |
| Maths enrichment | <p><u>Numbers and Calculation</u> To know times table facts of 2, 5, 10, 3 and 6. Add and subtract ones, tens and hundreds mentally. Written methods for addition and subtraction of 2 digit numbers progressing to 3. Partitioning 3 digit numbers. Rounding number to the nearest ten and hundred. Ordering 2, 3 and 4 digit numbers. Recognise, draw and write simple fractions.</p> <p><u>Shape and Measures</u> Know properties of common 2D and 3D shapes. Recognise nets of 3D shapes. Read scales with various divisions. Recognise right angles. Length, accurate measuring, relationship between measures and appropriate units (mm-cm-m).</p> <p><u>Data Handling</u> Explore lines of enquiry, collect and organise data in a clear and understandable fashion. Use bar charts, pictograms and tables.</p> | |

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| Science | <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat | <p>Growing herbs</p> |
| History | <p>Understand Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 | <p>Make a timeline Where Anglo-Saxons came from. Village life explored. Christian conversion. Story of Saint Bede. Study of Sutton-Hoo</p> |

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| Geography | <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links • Locate the worlds countries, looking at maps of Europe | <p>Appropriate settlement locations. Design and make Anglo-Saxon settlement. Where Anglo-Saxons came from. Anglo-Saxons place names. Woodland garden study- plants and animals over a year. Plants investigation (pollination, germination, reproduction)</p> |
| PSHCE | <ul style="list-style-type: none"> • New Beginnings • Anti-bullying education • Getting on and falling out • Safety education - how to stay safe in public places | |
| Computing | <p>Use logical reasoning to detect and correct errors in algorithms</p> <p>1.design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>2.use sequence, selection, and repetition in programs</p> <p>3.use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> | <p>Follow and debug Algorithms to create a 2D shape picture.</p> <p>http://barefootcas.org.uk/barefoot-primary-computing-resources/exemplar-activities/ks2-2d-shape-drawings-activity/</p> <p>Watch and then recreate a Japanese Algorithm Dance in small groups, building to a whole class performance. Follow algorithm, debug and repeat as required.</p> |
| ART | <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history | <p>Felt making. Observational drawings. Portraits. Illuminated letters</p> |
| DT | <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], | <p>Design and make Anglo-Saxon settlement. Bread making. Felt making</p> |

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| | <p>accurately</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> 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 | |
| PE | <p>Dance</p> <ul style="list-style-type: none"> perform dances using advanced dance techniques within a range of dance styles and forms develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | Dance Swimming |
| Music | <ul style="list-style-type: none"> Develop an understanding of the history of music Beginning to read music Learning to play recorder | Recorder Singing |
| MFL | <p>Les Animaux</p> <ul style="list-style-type: none"> To ask and answer questions about pets Understand masculine, feminine and plural forms of nouns and adjectives in relation to pets. Be able to write a simple description of a pet including an opinion | |
| RE | <p>Expressions of Identity</p> <ul style="list-style-type: none"> Understand the concept of belonging Know some ways religious people express their sense of identity | |