



Planned Curriculum Content

Literacy - See the Long and Medium Term Planning for specific planned content.
Texts: Saga of Erik the Viking, Viking Blood, Abbey Tomb
Writing Styles and Genres Narrative

Subject: History
The children will learn to:

Place events, artefacts and historical figures on a time line using dates – Viking chronology and timeline.

- Suggest suitable sources of evidence for historical enquiries – Investigate different sources of evidence about Viking longships.

Give a broad overview of life in Britain from ancient until medieval times by comparing the Saxon and Viking viewpoint.

To uses sources and artefacts to find out about the Viking Way of life.

Explain why King Alfred was considered a great and the impact he had on British society in terms of beliefs and culture.

Describe characteristics of the past in terms of Crime and Punishment in Anglo Saxon and make comparisons with today.

Describe the characterises of religious beliefs in Viking times and explain the impact that has on society.

Maths

White Rose Unit: Addition and Subtraction
White Rose Unit: Multiplication and Division

See the Long Term Plan for detailed small steps which set out the specific planned content.

Specific Planned Content
Across The Curriculum

In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. – Spiral (Weeks 8 →14)

Music - Visiting music tutor

**RE - Leeds Agreed Syllabus – Unit:
Ceremonies**

**PSHCE - You, Me and PSHE - Unit:
Physical Health**

**Computing – Purple Mash – : Coding
and Online Safety**

Science:

The children will learn to:

Identify that animals, including humans, need the right types and amounts of nutrition, plants make their own food humans cannot make their own food and they get nutrition from what they eat. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions

Set up a fair test and explain why it is fair.

Draw conclusions and suggest improvements.

Make a prediction with a reason.

Subject: Art and Design – Viking Shields
The children will learn to:

Collect information by looking at a variety of patterns from various sources and evaluate the impact of the patterns.

Develop ideas through using stencils, rotation and shape adapting an refining ideas.

To design a print block to create a precise repeating pattern.

Use colour mixing techniques to increase the colour palette options for your print block. Can you use more than one colour?

Create an original piece of artwork taking inspiration from work on pattern artists and Viking shields.



Curriculum Drivers

Respect	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Courage This will be shared by SLT and a whole school focus through assemblies, circle/discussion times.	Our knowledge organiser will be focused on the Science. Here they will use the essential knowledge of the subject.	William Morris – a great of the art world. Pattern and textile design Look at why King Alfred was considered a great and the impact that it had.	This will delivered through our RE unit that celebrates the celebrations of different religions such as Sikh, Judaism and Muslim festivals.



Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions.	• Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple Use straightforward, scientific evidence to answer questions or to support their findings.

Art and Design: Threshold Concepts

Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. (for example, line, shape, pattern, colour, texture, form)	• Mix colours effectively. - Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.	• Take inspiration from and use some of techniques used by notable artists and designers. • Create original pieces that are influenced by studies of others.

Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
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- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	n/a	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact	
Design and Technology: Threshold Concepts			
n/a			
n/a			
Geography: Threshold Concepts			
Investigate Places:	Investigate Patterns:	Communicate Geographically:	
	n/a		
History: Threshold Concepts			
Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:



Use evidence to ask questions and find answers to questions about the past.	 Artefacts	- Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	 Culture and pastimes  Travel and exploration  Beliefs  Location  Conflict  Society	- Place events, artefacts and historical figures on a time line using dates. - Use dates and terms to describe events	 Main events	- Use appropriate historical vocabulary to communicate, including: - dates - time period - era - change - chronology.	 Vocabulary
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Languages (French): Threshold Concepts

n/a

Completed French unit last half term

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
•	•	• Music Tutor	•	•	•

PE: Threshold Concepts (Highlight focus areas for Half Term)

KS1

Agility	Balance	Co-ordination
Body Awareness Dodging and Evading Flexibility and Movement	Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight	Combination of Skills Differentiating Force Organising Limbs



Reaction Rotation Travelling	Points of Contact Static Balance Understanding Base	Receiving Sending Timing
KS2		
Cognitive	Manipulation	Physical
Anticipation Evaluation Peer Mentoring Tactical Variation Team Work Understanding Rules	Accuracy Dribbling Fielding and Catching Passing Shooting Striking	Agility Control Physical Processing Power Speed Strength
PHSCE: Threshold Concepts		
Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons) Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) Pupils learn about the importance of getting enough sleep		
RE: Threshold Concepts		
n/a		
Explore and describe ways beliefs and values are expressed in different religions through symbols and actions Give examples of ways in which people show they belong Explain why belonging to a community may be valuable but also challenging		