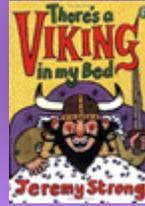




## Skills

Communicate clearly	x
Collaborate with others	x
Apply knowledge to new situations	x
Make judgements and decisions	x
Ask questions	x
Solve problems	
Metacognition	x
Reflect	x
Adapt to change	
Manage goals and time	
Take risks	x
Self-direct learning	
Persist despite setbacks	x
Be curious	x
Manage projects	x
Guide and lead others	
Access and evaluate information	x
Analyse media	
Create media products	
Apply technology effectively	
Perform in front of a group	x
Select and use appropriate writing genres	x
Use tier 2 and tier 3 vocabulary	x

## Linked Text: Viking in my Bed



## Linked Art: Viking carvings and pattern design



### Curriculum Learners

- ❖ **As historians**, we will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (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)  
We will explore the Scots invasion from Ireland to north Britain (now Scotland) and the Christian conversion (Canterbury, Iona, Lindisfarne).  
We will explore Anglo-Saxon invasions, settlements and kingdoms; place names and village life as well as Anglo-Saxon art and culture.
- ❖ **As geographers**, we will name and locate counties and cities of the United Kingdom (investigate where these battles took place and locate on a map), name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- ❖ **As product designers**, we will design, create and evaluate a product which could be worn by a Viking
- ❖ **As artists**, we will improve our mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] (create clay Celtic symbols)
- ❖ **As explorers of faith**, we study the RE syllabus: unit 3.1 - Remembering
- ❖ **As mathematicians**, we will complete a maths investigation
- ❖ **In DT as chefs**, we will prepare and cook a variety of savoury dishes using a range of cooking techniques
- ❖ **In computers**, we will use Purple Mash to learn how to code (3.1), be safe on the internet (3.2), use spreadsheets (3.3)

## Showcase

Role Play	x
IT Presentation	
Poster	
Design Creation	x
Digital Media	
Art Work	x
Dance	
Production	
Writing Genre - Narrative	x
Writing Genre - Non Fiction	x
Elevated Model	x

### Tier 2 Vocabulary

advantage argue aspect associate dialogue disadvantage encounter external occupy  
 interact unique maximise maximum minimum navigate notable quantity rouse significant  
 states summary weakness assess

### Hook Event and Enrichment

Classroom has been ransacked by the enemies. Training takes place to learn how to become a Viking ready to invade.

Jorvik Centre/Dig Visit  
 Weekly ukulele/glockenspiel lessons

### Spaced Retrieval of Prior Learning

Y2 – Fire Fire  
 Y2 – The Time Machine  
 Y1 – Combined Quiz