

Lower Key Stage 2— The Vicious Vikings (Spring 1st 2021)

Core Texts:



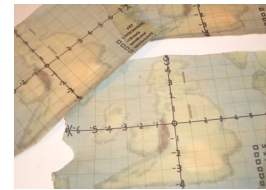
Year 3



Year 4

Immersion Day

- ⇒ Children to create aged Viking maps with key places identified including Lindisfarne, Iceland, Danelaw, Greenland, Vinland, Norway.
- ⇒ Make own Viking longboats using plastic bottles.
- ⇒ Create own Viking rune stone using clay.



Session 1: History: To be able to place historical eras in context

Children to think about life in Saxon England and why England was an attractive target for the Vikings.



Session 2: History: To understand that timelines show single events and duration of events

Children to compare the timelines of the Saxons and the Vikings to see how they are linked together and cross over.



Session 3: History: To extract and interpret sources of evidence

Children to investigate how Vikings were viewed by the Saxons using a range of sources (written, pictorial, primary and secondary)

Session 4: History: To interpret sources of information and draw conclusions.

Children to use resources to answer the following question: Were the Vikings just killers and thieves?



Session 5: History: To interpret sources and assess the impact of events

Children to learn about the changing shape of England based on the victories in battles. Apply their knowledge of analysing written sources, including maps and artwork.

Session 6: History: To pursue a line of enquiry

Was King Alfred worthy of being called great? Children to complete an in depth study, focusing on his achievements and the impact they had on England.



Session 7: Science (Animals, including humans): To gauge prior learning

Children to identify the vocabulary they are familiar with and give any further information they know about the words.



Session 8: Science (Animals, including humans): To describe the simple functions of the basic parts of the digestive system in humans

Children to watch a short animated clip (including recapping prior learning about different types of food). Recreate a working model of the digestive system.



Session 9: Science (Animals, including humans): To describe the simple functions of the basic parts of the digestive system in humans

Using photographs of the stages of the digestive system from the previous session, make notes on what each part does.

Generate any further questions.

Session 10: Science (Animals, including humans): To identify the different types of teeth in humans and their simple functions.

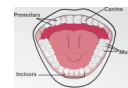
Discuss the question—What would life be like without teeth?

Virtual visit from the dentist.



Session 11: To identify the different types of teeth in humans and their simple functions.

Children to use mirrors to explore the insides of their mouths—count their teeth, look at the different shapes and sizes. Bite into an apple—**which** teeth do they use? Name them and use actions to remember them. Make clay model.



Session 12: Science (Animals, including humans): To describe the simple functions of the digestive system/teeth.

Children to imagine that they are an apple and describe their journey through the digestive system.



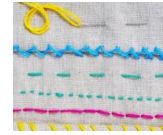
Session 14: Art (Materials and Textiles): To collect ideas for work, looking at the Bayeux tapestry.

Children to look at the Bayeux Tapestry and other examples of textiles used to tell a story, typical of this time period.



Session 15: Art (Materials and Textiles): To experiment with different materials and techniques, including cross stitch and back stitch.

Children to experiment with different types of stitches, including back stitch and cross stitch.



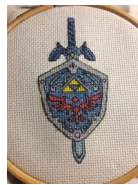
Session 16: Art (Materials and Textiles): To create a clear design for a shield/family coat of arms, based on examples seen in the Bayeux Tapestry.

Children to use square paper to design their own shield/coat of arms.



Session 17: Art (Materials and Textiles): To follow a clear design using cross stitch/back stitch to create a finished piece.

Children to sew their finished design and evaluate their final piece.



Session 18: Amazing Artist:
Lichtenstein (1923-1997)



Children to research the artist's life and evaluate examples of his artwork, including their preferences and commenting on uses of material/technique. Recreate a piece of art in his style.

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Real PE: Unit 3: Cognitive Skills— problem solving

Year 3: Football

Year 4: Swimming

ICT: PurpleMash

Year 3: Unit 3.6—Branching databases

Year 4: Unit 4.3—Spreadsheets

Music Charanga

Year 3: Three Little Birds

Year 4: STOP!



RE: Emmanuel



Christianity: What do Christians mean when they talk about the kingdom of God?

PHSE: Cambridgeshire

Year 3: Diversity and Communities

Year 4: Financial Capability



French:

Rigolo 1:



Unit 9: Les Fetes

