



Key Questions

Spring 1: How do we know right from wrong?
Spring 2: How do we know where the Saxons settled?



Curriculum Intent (link with values etc):
(Where are you going and why!)

The summer term topics will link in with our value courage. We will be learning more about the Anglo-Saxons and Vikings who were famously celebrated for their courage and bravery when sailing into the unknown. Hazel class will be developing the skills and the awareness that stepping into the unknown and making mistakes can develop great achievements. Additionally, we will be linking 'light and dark' across the curriculum, firstly we will be focusing on twisted fairy tales and how traditional fairy tales are usually taken from a deeper darker route. Alongside this we will be reading lots of historical fiction by famous authors such as Beowulf by Michael Morpurgo and There's a Viking in my bed by Jeremy Strong. The right and wrong theme will be explored through computing through the creation of a presentation on Cyber-bullying. At the end of the topic, the children will be able to confidently explain where the Anglo-Saxons settled. Additionally, final outcomes include; a twisted fairy tale chosen as a class in term 1 and during term 2 the children will have gathered lots of information about the Anglo-Saxons and Vikings to be able to write their own non-chronological report.

Enrichment and Experiences:
[Anglo- Saxon workshop](#)

English – long term overview coverage:

Summer 1- Fiction

Fairy tale and parody- eg three little pigs. Re-write the story from the point of view from the bad character.

Non-Fiction

Discussion- Whether or not the three little pigs should have let the wolf in. (ways of talking, explaining and persuading)

<https://www.bbc.co.uk/bitesize/clips/z29b4wx>

Summer 1- Non-Fiction Fiction

Famous Author- Michael Morpurgo, Beowulf or How to Train your dragon by Cressida Cowell

Non-Fiction

STEM related
non- chronological report

Poetry

Famous Poets

Possible texts:

- Beowulf by Michael Morpurgo
- Anglo Saxon boy by Tony Bradman
- There's a Viking in my bed by Jeremy strong
- How to train your dragon by Cressida Cowell

Opportunities for Cross Curricular Maths:

[3D shapes- looking at the best design and shape for a long boat](#)

Science NC objectives- Working Scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces

- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.

Following on from English looking at twisted fairy tales and linking in with the idea of light and dark.

Geography NC objectives- Physical Geography

- types of settlement and land use

History NC objectives

Britain's settlement by Anglo-Saxons and Scots

Non- statutory guidance

- 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

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Non- statutory guidance

- 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

Computing

CQ Threshold concept: Communicate and connect

NC objectives:

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Art NC objectives

- about great artists, architects and designers in history.

DT NC objectives

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Evaluate

- investigate and analyse a range of existing products

Technical knowledge

- apply their understanding of computing to program, monitor and control their products.

PSHE NC objectives

Safe Relationships

R22: about privacy and personal boundaries; what is appropriate in friendship and wider relationships (including online).

R23: about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.

Keeping Safe

H41: safe use of digital devices when out and about.

H42: about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.

