

Weekly overview History WK1	<p><u>Week 1 - History - Vikings</u> (Viking Day)</p> <p>Session one - Knowledge mat: Where were the Vikings from? (Map work and Timeline)</p> <p>Session two - I can explain who the Vikings were and where they came from?</p> <p>Session three - I can explain what life was like for the Vikings.</p> <p>Session Four - I can explain what mattered most to the Vikings.</p> <p>Now press play - Vikings</p>
History WK2	<p><u>WK 2 - Hook - History - Viking Day</u></p> <p>Session Five - I can say who the Vikings fought and why they were successful.</p> <p>Session six - I can say what the impact of the Viking era was on Britain.</p> <p>Session seven - Complete assessment poster</p>
Science W1-Fors	<p><u>Week 3 - Science</u></p> <p>Session one - Can I explain why unsupported objects fall to Earth?</p> <p>Can I take measurements, using scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?</p> <p>Session two - Can I demonstrate the effect of friction between moving surfaces?</p> <p>Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?</p> <p>Session three - Can I explain the effects of air resistance?</p> <p>Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?</p> <p>Session four - Can I explain the effect of water resistance on objects?</p> <p>Can I use test results to make predictions to set up further comparative and fair tests?</p>
Science WK2	<p><u>Week 4 - Science</u></p> <p>Session five - Can I show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?</p> <p>Can I talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is?</p> <p>Session six - Kahoot</p>
DT Wk1	<p><u>Week 5 - DT - Making a Viking hat</u></p> <p>Lesson 1 - I can come up with a range of ideas after I have collected information.</p> <p>Lesson 2 - I can use exploded diagrams to show my design.</p> <p>I can produce a detailed step-by-step plan.</p> <p>I can show how to strengthen a design/structure.</p> <p>Lesson 3 and 4 - I can produce prototypes to show my ideas.</p> <p>I can cut materials more accurately.</p> <p>I can measure and mark out accurately to the nearest millimeter.</p> <p>I can use a range of tools and equipment expertly.</p> <p>I can explain how to join things in a different way.</p> <p>Lesson 4 -</p> <p>Lesson 5 - I can test and evaluate my final product.</p> <p>I can evaluate the design to suggest improvements, considering the materials and methods that have been used.</p> <p>I can evaluate the appearance and function against the original criteria.</p>

RE WK1 -Humanist	<p><u>Week 6 - PSHE - Living in the wider world.</u></p> <p>I can describe how we can protect the environment. I know how to show compassion towards others. I understand how information online is targeted by different media types (news, socials, forums etc) I can identify job interest and aspirations including influences over career choices and workplace stereotypes.</p>
Reflection of Learning	<p>English - Explanation text linked to History. Comparison of religions - poster/presentation</p>
Sticky Knowledge	<p><u>Sticky Knowledge</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The first Viking raid was in 793AD. It was in Lindisfarne. <input type="checkbox"/> When they arrived, they fought the Anglo-Saxons for control. Eventually, they shared the land between them. <input type="checkbox"/> The Vikings originated from the Scandinavian countries. <input type="checkbox"/> Not all Vikings were warriors. Some were farmers and came in peace. <input type="checkbox"/> Vikings spoke Norse, which had an alphabet made up of runes. <input type="checkbox"/> Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland. <input type="checkbox"/> When the Vikings arrived, they were pagans. They believed in multiple Gods. <input type="checkbox"/> The most important Viking British city was York, or Jorvik as it was known by the Vikings.
British values/citizenship	<p>Democracy - Anglo Saxons and Vikings learning to co-exist Tolerance of other faiths/cultures - Vikings and their religious beliefs Individual Liberty - Vikings converting religion Mutual respect - Vikings & Anglo Saxons co-existing</p>
Maths links	<p>2D/3D shapes, convert measures - M20 - DT Interpret graphs/Statistics - St29 - Science Interpret data, positional language - St30 - French Positional language, angles - G26 - Computing</p>
Computing Links	<ul style="list-style-type: none"> * Now Press Play * Scratch maze games - could use a Viking character
Outdoor learning	<p>Viking man - Re-enacting battle Orienteering with Viking Runes</p>
Class dojo	<p>Brain builder News letter</p>