

## English

Over the course of this term we will be enjoying the story of 'Beowulf' and writing our own hero quest stories to share with the class. In keeping with our Anglo-Saxon theme, we will also be writing Kennings as well as other short forms of poetry. We will be further developing our reading and writing skills such as:

Justifying personal responses to a text;

Drawing inferences;

Analysing and explaining the impact of the author's use of language and evaluating and editing our own and others' writing against specific criteria for audience and purpose.

## History – The Anglo-Saxons and Vikings

This unit of work the children will investigate the question, 'Were the Vikings just viscous raiders?' Through this question we will explore what everyday life was like for the Anglo-Saxons, including what their houses were like, what jobs they did, what they ate and what they did for entertainment. This will culminate in a big Saxon feast where the children will eat traditional food and share their quest stories and kennings to entertain each other. We will then learn about how the Vikings came to be in England and the changes that came about. Importantly, the children will be thinking about the legacy that these two cultures left and why we are still affected by events today.

## Art

Anglo – Saxon and Viking art. The children will consider how art is used to record history.

## Maths

Number and Place Value including Roman Numerals to 100 (Yr4) and 1000 (Year 5); Addition and Subtraction; Multiplication and Division; Measurement: length, perimeter and area.

### Problem Solving Strategies:

Solve problems using a variety of strategies.

# Kestrels

Autumn Term 2019

## Anglo-Saxons and Vikings

### PSHE:

Our themes for this term are: 'It's our world' and 'Say No.'

Our SEAL topics are Getting On and Falling Out and Say No to Bullying.

## RE

Our themes are 'Signs and Symbols' which will be studied by looking at Sikhism and Hinduism.

## Science: Light

- i. recognise that light appears to travel in straight lines
- ii. use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- iii. explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- iv. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

### Working scientifically

- i. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- ii. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- iii. recording results using scientific diagrams and labels, tables, scatter graphs, bar and line graphs
- iv. using test results to make predictions to set up further comparative and fair tests
- v. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- vi. identifying scientific evidence that has been used to support or refute ideas or arguments

## Computing – Quizzing

The children will using a variety of Purple Mash tools to code a game, learning to repeat commands and include variables.

## PE:

Tuesday - Dance with Miss Pidgeon  
Thursday – Games with Mrs Perry