Subject Specific Vocabulary

Angles	Tribes from modern day Denmark.
Christianity	A religion based on the teachings of Jesus
Romans	The Romans invaded and settled in Britain for over 400 years, starting with their first successful raid in 54 BC.
Saxons	German – Dutch tribes who settled in Britain from around 450 AD.
Settlement	A place where people decide to live.
Settle	To live and take up residence.
Invade	An armed force enters a country or region in order to occupy it.
Pagan	A person holding religious beliefs other than those of the main world religions. Someone who believes in many Gods.
Jutes	People from the Jutland peninsula (Germany and Southern Denmark) who invaded Britain around AD 410
Warrior	A brave or experienced soldier or fighter.
Runes	The letters used in the Runic alphabet. This is how the Anglo Saxons wrote
Danegeld	Money, or goods, paid by the Anglo-Saxons to the Vikings to stop them invading more places

Key Knowledge

The Anglo-Saxons were a group of farmer-warriors who lived in Britain over a thousand years ago.
The Anglo-Saxon period lasted for 600 years from 410 to 1066. Anglo-Saxon kings ruled for 300 years of this time.
They were made up of three tribes who came over from Europe, they were called the Angle, Saxon, and Jute tribes. The two largest were the Angle and Saxon, which is how we've come to know them as the Anglo-Saxons today.
The Anglo-Saxons were fierce people, who fought many battles during their rule of Britain – often fighting each other!
Each tribe was ruled by its own strong warrior who settled their people in different parts of the country. The Anglo-Saxons didn't like the stone houses and streets left by the Romans, so they built their own villages.
They looked for land which had lots of natural resources like food, water and wood to build and heat their homes, and Britain's forests had everything they needed.
They surrounded each village with a high fence to protect cattle from wild animals like foxes and wolves, and to keep out their enemies, too!

Images and Diagrams

Timeline

410. The Roman army withdraws from Britain
516. Battle of Mount Badon. The Britains fight back against the invaders, possibly led by King Arthur.
731. Bede finishes his 'Ecclesiastical History of the English People'
866. The Vikings capture York and make it their kingdom
886. King Alfred defeats the Vikings but allows them to settle in north & eastern Britain - the Danelaw.
1066. Harold of Wessex becomes King, but later that year Normans attack and win the Battle of Hastings.

450. Angles, Jutes and Saxons are settling in Britain and creating their own Kingdoms.
597. St Augustine brings Christianity to England from Rome
793. Vikings from Denmark attack Lindisfarne
871 Alfred (the Great) becomes King of Wessex
927. King Alfred's grandson Aethelstan wins the Battle of Brunanburh and becomes the first King of all England.
1016.King Cnut of Denmark captures the English crown

Poppy Class – Autumn Term 1
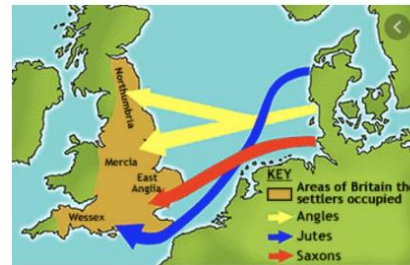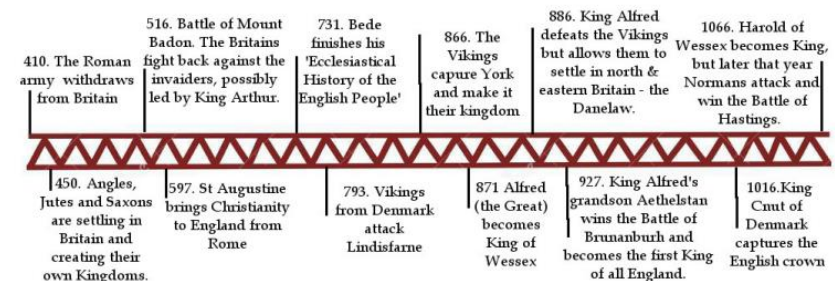### What changes did the Anglo-Saxons bring to British society?

English

Anglo Saxon Boy
The Princess Who Hid In A Tree

Securing knowledge of grammar, punctuation and vocabulary from Year 3 e.g.. Possessive apostrophes, conjunctions, paragraphs, nouns/pronouns.

To develop an understanding of spelling skills – au. augh, prefixes – in, im, il, homophones and near homophones, sion.

To develop skills to read with fluency, expression, develop understanding of vocabulary and be able to discuss text with confidence.

Maths

Place Value
Numbers to 10,000, Roman numerals, Rounding to the nearest 10, 100 and 1000.

Addition and Subtraction
Add and subtract 4 digit numbers.

Physical Education

Hockey
To find ways of attacking successfully when using other skills.
To use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score. To know the rules of the games.
To understand that they need to defend as well as attack.
To lead a partner through short warm-up routines.
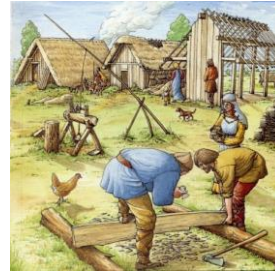
Gymnastics - flight
I can work in a controlled way.
I can include change of speed and direction.
I can work with a partner to create, repeat and improve a sequence with at least three phases.
I can plan, perform and repeat sequences.
I can move in a clear, fluent and expressive manner.
I can travel in a variety of ways - flight by transferring weight to generate power in movement.

Music

Charanga – Mamma Mia
To sing, play, improvise and compose with the well known song Mamma Mia. To listen and appraise more ABBA hits.

Computing

Coding
I can turn a real-life situation to solve into an algorithm, using a design that shows how I can accomplish this in code.
I can use repetition in my code. For example, using a loop that continues until a condition is met such as the correct answer being entered.
I can use timers within my program designs more accurately to create repetition effects. For example, I can create a counting machine.
I can use variables within my program and know how to change the value of variables.
I can identify errors in my code by using different methods, such as steeping through lines of code and fixing them.

History

To place events from the period studied on time line.
To use terms related to the period and begin to date event.
To understand more complex terms E.g. BC/AD.
To look at the evidence available to identify changes Anglo-Saxons brought to British Society.
To begin to evaluate the usefulness of different sources.
To use text books and historical knowledge.
To identify key features and events of time studied in relation to changes in British Society.
To offer a reasonable explanation for some events.
To use evidence to build up a picture of a past event.
To choose relevant sources to present a picture of one aspect of life in time past.
To ask a variety of questions.
To use the library and internet for research.

Design and Technology

To research, plan, design, create and evaluate examples of different Anglo-Saxon homes.
To follow a design brief to design their own home using specific materials such as cardboard, clay, straw and sticks.

French

I can listen carefully and pronounce unfamiliar words with increasing accuracy.
I can listen carefully, repeating and responding to key words and phrases.
I can use familiar sounds and spellings to help me recognise and learn new language.
I can apply my knowledge to help me predict, say and spell new language.
I can select and present information to other people.
I can use a bilingual dictionary to develop my vocabulary around a given topic.

Personal, Social and Health Education

Jigsaw - Being in my world
To understand that they are important.
To know what a personal goal is.
To understand what a challenge is.
To know why rules are needed and how these relate to choices and consequences.
To know that actions can affect others' feelings.
To know that others may hold different views.
To know that the school has a shared set of values.

Religious Education

Do Murtis help Hindus understand God?