



OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs

Communities & Environment

Life Skills

Personal, Social & Emotional Well Being



English

How to train your dragon by Cressida Cowell If possible, please provide a copy of this book to support your child's learning in school

To know how to write a myth or legend

To know how to write to describe events

To know how to write a film review

To know how to create and use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

To know and understand different spelling skills - add the suffix -ous, adverbials of frequency, possibility and manner

Maths

Measurement

To know what area is. To count squares, make shapes and compare area

To know how to calculate the perimeter of different polygons.

Calculation and conversion of measures

Multiplication and Division

To know how to multiply and divide by 1, 3, 6 and 9. 11 and 12 times tables and division facts. To multiply 3 numbers.

Physical Education

Dance -

To know how to take the lead when working with a partner or group.

To know how to use dance to communicate an idea.

To know how to plan, perform and repeat sequences.

To know how to move in a clear, fluent and expressive manner.

To know how to create dances and movements that convey a clear idea.

To know how to develop physical strength by practicing moves.

Tag Rugby -

To know how to vary tactics and adapt skills depending on what is happening in a game.

To keep possession of the ball.

To throw and catch accurately.

Music

Charanga - Explore feeling when we play

To know how music can connect us to our past

To explore how special effects can make the words we sing more meaningful

Poppy Class – Autumn Term 2

Were the Vikings ruthless killers or peaceful settlers?



Art and design

Dragon eyes

To know how to draw the human eye through observation.

To learn about the work of Jose Vergara.

To learn how to use techniques learnt with the human eye to draw a dragon's eye considering the change in colours and skin/scale texture.

To know how to create a model of a dragon's eye using clay.

Computing

Online Safety

To know that network and communication components can be found in many different devices which allow them to join the internet.

To know how to create and improve my solutions to a problem based on feedback. For example, create a program using 2Code.

To know how to review solutions that others have created, using a checklist of criteria.

To know and show a good understanding of the online safety rules we learn at school.

To know how to demonstrate and use different online technologies safely.

To know how to demonstrate and use a few different online services safely.

I know I have a right to privacy both on and offline.

I recognise that my wellbeing can be affected by how I use technology.

I know how to report with ease any concerns with content and contact online and know immediate strategies to keep safe.

Spreadsheets

To know how to work collaboratively to create content and solutions.

Personal, Social and Health Education

Jigsaw- Changing Me

Jigsaw - Celebrating Differences

To know that sometimes people make assumptions about a person because of the way they look or act.

To know that there are influences that can affect how we judge a person or situation.

To know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying.

To know what to do if they think bullying is, or might be taking place.

To know the reasons why witnesses sometimes join in with bullying and don't tell anyone.

To know that first impressions can change.

Science

Living things and their habitats

To know that living things can be grouped in a variety of ways.

To know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment.

To know that environments can change and that this can sometimes pose dangers to living things.

French

Holidays and Hobbies

On The Move

To know how to tell other people about types of transport.

To know how to use the verb 'to go' in a simple sentence.

To know and pronounce a familiar spelling pattern in different words.

To know how to use my knowledge of actions and directions to give instructions.

To know how to combine familiar language to create a new set of sentences.

To know how to give a sentence subject-verb agreement.

History

To use evidence to reconstruct life in the time of the Vikings.

To know how to show empathy through a study of people's behaviour and characteristics and beliefs.

To learn how to look for links and effects from the time of the Vikings.

Religious Education

What is the most significant part of the nativity story for Christians today?

To focus on the symbolism of different parts and how they might be meaningful in different ways to different people, including the use of the Christingle

Subject Specific Vocabulary

Raid	A sudden armed attack against it, with the aim of causing damage rather than occupying any of the enemy's land.
Berserker	An ancient Norse warrior who fought with wild or uncontrolled rage.
Longboat	A type of Scandinavian warship.
Chieftain	A leader of a tribe or clan.
Figurehead	An ornamental symbol or figure formerly placed on some prominent part of a ship, usually at the bow.
Chainmail	A type of armour made up of small links of metal tightly linked together.
Valhalla	Odin's mythical hall, called Valhalla, was a warrior's paradise built of spear shafts and roofed with shields.
Yggdrasil	A huge ash tree in Norse mythology.
Longhouse	A large hall like building where many Viking families would live together.
Trade	The action of buying and selling goods and services.
Danegeld	A tax raised to pay tribute or protection money to the Viking raiders to save a land from being ravaged.
Pagans	People who didn't believe there was just one God, but a number of Gods and Goddesses.
Rune	A letter from the alphabet used by Vikings.
Danelaw	An 11th-century name for an area of Northern and Eastern England that was under the control of the Danish Viking empire.

Key Knowledge

The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787.

The Vikings were Norse people who came from an area called Scandinavia (countries such as Norway, Sweden and Denmark). The Viking age in European history was from about AD700 to 1100. During this period, many Vikings left their homelands in Scandinavia and travelled by longboat to other countries, like Britain and Ireland.

The most important city in the Danelaw was the city of York, or 'Jorvik' (pronounced 'your-vick'), as the Vikings knew it. Over 10,000 people lived there and it was an important place to trade goods.

Images and Diagrams

