



The Creative Learning Journey

Here Come the Vikings! (Woodpeckers)

Wow Starter: Jordvik Centre 'Virtual Viking'.

Final Event: The launch of the Longships. Testing out and evaluating our Longship models.



UNDERSTANDING THE WORLD

- Location knowledge LKS2**
- **pe27** I can identify the countries of Europe (including Russia) on a map or globe
 - **ge29** I know the major cities in the countries I can identify
- Core Skills across the Key Stage LKS2**
- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
 - **hi19** I can describe key features and events in the periods and societies I have studied
 - **hi21** I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
 - **hi24** I can draw informed conclusions by using a range of research skills
 - **hi25** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
 - **hi26** I can use sources of information, including ICT, to find out about events, people and changes in the past

EXPRESSIVE ARTS AND DESIGN

- Design LKS2**
- **dt25** I can talk about my product and explain my design ideas and where they came from
 - **dt26** I can tell you for whom I have designed my product and why I think my product would be useful to them
 - **dt27** I can communicate my ideas through annotated sketches
 - **dt29** I can make a model of my design
- Make LKS2**
- **dt32** I can select and use appropriate tools and techniques for my product
 - **dt33** I can measure, mark, cut and shape a range of materials accurately
- **dt35** I can use appropriate finishing techniques to strengthen and improve the appearance of my product
- **dt37** I can discuss the aesthetic qualities of my product in relation to the properties of the materials etc I am intending to use
- LKS2**
- **mul1** I can sing in a group, or on my own, with expression, awareness of others and in tune
 - **mul2** I can play instruments with accuracy and control

PHYSICAL EDUCATION

- LKS2**
- **pe4.1** I can explain how developing my skills separately has improved my performance in team games
 - **pe5** I can play competitive net, striking, fielding and invasion games
- **pe5.1** I can describe both attacking and defending tactics and strategies and begin to apply them
- **pe6.1** I can perform fluent gymnastics sequences to demonstrate my control and balance

BRITISH VALUES

British Values
Parliament and the Voting system. Linking the legacy of the Vikings to our Parliament and voting today.

OUTDOOR LEARNING

We will be launching our Longships to test whether they are fit for purpose.

We will be exploring Maths problems in the outdoors such as covering measures, estimating and measuring the length, weight, volume of different items.

Here Come the Vikings! (Woodpeckers)

As part of our topic about the Vikings, we will be learning to locate Scandinavian countries on the map of Europe along with the countries that were invaded by the Vikings. This will help us to gain an overview of the voyages that the Vikings made and why they chose these countries to invade.

As Historians, we will be using a range of skills to research the Vikings including video footage, non-fiction books and virtual Viking from the Jordvik centre. We will be looking at who they were, where they came from and why they invaded Britain. We will be learning to place key events and dates onto a time line. We will be studying why the Vikings began to invade other countries, the transport that they used, their everyday life, how the end of the Viking period came about and the legacy that they left behind.

In computing, we will be learning how to create a Wiki-page of information about our project on Vikings.

As designers, we will be researching Viking Longships including their purpose and the journeys that they made. We will be designing our own longships to meet a design brief and communicating our designs through sketches, cross-sectional and exploding diagrams. We will test our designs to check that they are fit for purpose and make alterations to our designs as we work. We will finally evaluate our longship designs and consider improvements for the future.

As musicians, we will be preparing for the Rotary 'Children singing for children' concert. We will be learning the lyrics to 9 songs and performing them to live accompaniment. We will be continuing with our weekly brass lessons.

Multiplication and Division
Counting in multiples of 5, 7, 9, 25 and 1000.
Recalling multiplication and division facts for multiplication tables up to 12 x 12.
Recognising and using factor pairs and commutativity in mental calculations.
Multiplying two-digit and three-digit numbers by a one-digit number using formal written layout.

Number
Finding 1000 more or less than a given number.
Counting backwards through zero to include negative numbers.
Counting up and down in tenths and hundredths.

Addition and Subtraction
Solving addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Measurement
Converting between different units of measure (for example, kilometres to metres; hour to minutes).
Estimating, comparing and calculating different measures, including money in pounds and pence.
Solving problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry
Comparing and classifying geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

In Religious Education, we will be studying the significance of religion in both local and national communities. We will be comparing the difference between religion and belief.

In PSED, we will be learning to play active roles as citizens. This will include identifying when rules are needed, knowing when to compromise and understanding that there are responsibilities as well as rights.

In Gymnastics we will be focusing upon combining balancing and rolling. We will revisit a range of rolls and balances and then we will place these moves into a sequence. We will explore inverted balances using apparatus and place these moves into our sequences.

During games lessons, we will be learning about invasion games with a football focus. We will be learning how to maintain possession and understanding a range of strategies and tactics to help us to attack. We will also be learning how to judge an opponent and when to defend a space.

1) GUIDED READING TEACHER LED GROUP SESSIONS
As part of our Viking topic we will be using Non-Fiction books to research areas of interest. We will be listing words that we don't know the meaning of and using a dictionary/iPad to discover new meanings/definitions.
We will be reading a range of Viking Myths and Legends and learning to retell some of these orally to the rest of the class. We will be making predictions about what might happen next during a myth and identifying the main ideas of the story.

2) GPS (GRAMMAR, PUNCTUATION AND SPELLING)
During spelling lessons, we will be continuing to study words that are often misspelt and discussing why and how to remember the correct spellings. We will be revising homophones and their different spellings. We will be learning how to use a dictionary to find the correct spelling of a word. We will also be continuing with dictation exercises to reinforce the spelling, punctuation and grammar that we have been learning during the previous week.

During punctuation lessons, we will be editing our own writing for punctuation errors and making corrections. We will continue to learn about the use of apostrophes for singular and plural possession and we will also learn about using apostrophes for omission.

During grammar lessons, we will be recapping about the meaning of verbs and adverbs. We will learn to use fronted adverbials in our writing. We will also learn about how verbs change according to the tense that is being used (past and present tenses), verbs using different tenses.

3) WRITING - FICTION AND NON-FICTION
To learn about the history of Vikings, we will be using a range of Non-Fiction books to research the questions that we would like to find the answers to. We will then be using these facts to write fictional pieces that include elements of fact such as diary entries and letter writing. We will also be learning how to write a non-chronological report and producing our own reports about the life of a Viking.

4) HANDWRITING
We will be continuing with the Penpals handwriting scheme. We will be learning to form letters correctly, use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

LITERACY

- Reading - comprehension LKS2**
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - **e139** reading books that are structured in different ways and reading for a range of purposes
 - **e140** using dictionaries to check the meaning of words that they have read
 - **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - **e148** asking questions to improve their understanding of a text
 - **e150** predicting what might happen from details stated and implied
 - **e151** identifying main ideas drawn from more than one paragraph and summarising these
 - **e153** retrieve and record information from non-fiction
- Writing - composition LKS2**
- **e163** plan their writing by:
 - **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - **e165** discussing and recording ideas
 - **e166** draft and write by:
 - **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - **e168** organising paragraphs around a theme
 - **e170** in non-narrative material, using simple organisational devices (for example, headings and sub-headings)
 - **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
 - **e173** proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - **e174** proof-read for spelling and punctuation errors
 - **e175** read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

- Writing - transcription - Spelling LKS2**
- **e156** spell further homophones
 - **e157** spell words that are often misspelt (English Appendix 1)
 - **e159** use the first two or three letters of a word to check its spelling in a dictionary
 - **e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

- Writing - handwriting LKS2**
- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
 - **e162** increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

- Writing - vocabulary, grammar and punctuation LKS2**
- **e178** using the present perfect form of verbs in contrast to the past tense
 - **e181** using fronted adverbials
 - **e184** using commas after fronted adverbials

COMMUNICATION AND LANGUAGE

- LKS2**
- **sl14** ask relevant questions to extend their understanding and knowledge
 - **sl15** use relevant strategies to build their vocabulary
 - **sl16** articulate and justify answers, arguments and opinions

PSED & RELIGIOUS EDUCATION

- O LKS2**
- **AF1** I know that what people do in their lives can be affected by what they believe (OS)
 - **AF1** I can say what is the same and what is different between religions and beliefs. (OS)
- PSED Preparing to play an active role as citizens LKS2**
- **pa24** To continue to develop skills to take part in small discussions about community issues.
 - **pa25** Continue to value contributions of others in discussion.
 - **pa26** Continue to develop negotiating strategies.
 - **pa27** Know when to compromise.
 - **pa28** Identify reasons about why rules are needed.
 - **pa29** Understand there are consequences when rules are broken.
 - **pa30** Distinguish between accidental and deliberate actions.
 - **pa31** Understand that there are responsibilities as well as rights.
 - **pa32** To realise the consequences of anti social and aggressive behaviours, such as bullying and racism, on individuals and communities.

MATHEMATICS AND COMPUTING

- Number - number and place value LKS2**
- **m116** count in multiples of 5, 7, 9, 25 and 1000
 - **m117** find 1000 more or less than a given number
 - **m118** count backwards through zero to include negative numbers
- Number - fractions (including decimals) LKS2**
- **m134** count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Measurement LKS2**
- **m143** Convert between different units of measure (for example, kilometres to metre; hour to minute)
 - **m146** estimate, compare and calculate different measures, including money in pounds and pence
 - **m148** solve problems involving converting from
- Number - addition and subtraction LKS2**
- **m127** solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.