

<p>English</p> <ul style="list-style-type: none"> • Non-Chronological Report - Create a monster based on Beowulf - use specific verbs and nouns, add detail with prepositions, write paragraphs with opening and closing sentences, use modal verbs (Y6: colons) • Narrative - Write a legend, based on Beowulf - parenthesis, figurative language and creating tension in a story, subordinate conjunctions • Poetry - Saxon Riddles, Beowulf blackout poems and rhyming couplets - know how to use rhyme, choose specific verbs and nouns for effect and write for different audiences • Argument - Would you rather be a Saxon or Viking? Know how to use language of persuasion, to summarise, modal verbs • Narrative - character description of a Viking - Choose specific verbs and nouns, parenthesis, rhetorical questions, co-ordinating conjunctions, hyphenated spellings 	<p>Science</p> <ul style="list-style-type: none"> • Light -know that light appears to travel in straight lines -know how to 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 -know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes -know how to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them • Electricity and circuits - Know and explain the voltage of cells - Know how to make a diagram of a circuit using symbols and know how to make this circuit work - Know how to change the volume, sound, brightness in a circuit 	<p>History</p> <ul style="list-style-type: none"> • Making links between periods of time - know that in c.AD410 the Romans left Britain • Know: - that Hengest and Horsa came from Denmark with many warriors, after being invited by the King - how and why the Anglo-Saxons, Irish Scots and Vikings settled here - how Britain was split into Kingdoms - use maps to mark settlements - that Christianity was introduced by Columba, Augustine and Aiden, converting people from Paganism - that in AD700, Vikings ventured out of Scandinavia to Britain - that in AD 1066, there was the Battle of Hastings - how to compare Viking and Anglo-Saxon Leaders and settlements - eg. Alfred the Great - what life was like in a different period of time - houses, clothing, jobs / roles, food, crafts 	<p>Geography</p> <ul style="list-style-type: none"> • Know where the Saxons (Denmark, Germany, Netherlands) and the Vikings (Denmark, Norway and Sweden) came from and locate these places using an atlas • Know how England was formed and its place names invented, such as Wessex and Mercia • Locate the main counties and cities of England (e.g. York, London, Bristol, Exeter, Isle of Wight) and know where we live on the map • Know how to use a wide range of geographical sources in order to investigate places and patterns (e.g. atlases, Google Earth) • Compare 2 different regions in UK coastal town/urban city - Cornwall and Yorkshire • Know how Saxon and Viking settlements and farms [have] impacted on the physical geography of our country and know how to compare the landscape now to then 	<p>MFL</p> <ul style="list-style-type: none"> • Core vocabulary and phonetics - ou, on, ch, oi, i, in, ique, ille, é, è, e, eua, eux, qu, gne, ç, en, an • Verbs and grammar - un, une, la, le, l', les, du, des, de la, ma, mon, mes • At school - Qu'est ce qu'il y a dans ta trousse? Dans ma trousse j'ai... une gomme, un crayon etc, silence, Répétez, Lisez etc • Vikings - -know the key periods of Ancient Britain in French -know how to describe people in French -know how to use exciting adjectives -know etre and avoir -know how to describe daily routines
<p>Art/ DT</p> <ul style="list-style-type: none"> • Sketchbook work - Know how to use exploration and experimentation to develop an idea, practice with a range of materials and record ideas • Know that the Saxons were some of the first to use illuminated letters and create own - know how to use drawing pencils and how to become experienced in elements such as pattern, texture, line, shape, form and space. • Making Anglo-Saxon runes and a bag to hold them in - Know how to produce a detailed step-by-step plan, consider the use of the product, choose appropriate tools and materials, measure accurately and join textiles with stitches • Design and create a Viking Longboat - know how to measure accurately, make the product fit for purpose, refine and further improve it and evaluate the final design 	<p>Computing</p> <ul style="list-style-type: none"> • Computing systems and networks - know the input, output and process aspects of systems, take part in a collaborative online project with other class members, know how to use technology safely / respectfully • Creating media - Vector drawing - know that vector images are made up of shapes, know how to use different drawing tools and create images in layers and duplicate them. 	<p>Music</p> <ul style="list-style-type: none"> • Know how to perform Gaelic and Viking songs, e.g. Beag Air Bheag • Comment on songs and their meaning using musical vocabulary • Know how to adjust dynamics, pitch, breathing and tone when performing • Know how to play and perform in solo and ensemble contexts, using voice • Know how to use and understand the basics of musical notation 	<p>R.E.</p> <ul style="list-style-type: none"> • Why do some people believe in God and some not? - know the meaning of atheist, theist, agnostic, etc, know where Christians get their beliefs from (eg bible, church), know how this connects to our own lives • How does faith help people when life gets hard? Know how to express our own ideas and give examples from Christian, Hindu and Humanist faiths about life after death, know some similarities and differences 	<p>P.S.H.E.</p> <ul style="list-style-type: none"> • Being me in my world - Know how to set goals for the year ahead, know children's rights, know about the lives of children around the world, know how democracy works • Celebrating Difference - know how being different can affect people, know that power plays a part in bullying, know that difference can be a source of celebration as well as conflict
<p>Key Vocab: form and space, tonal range, palette, fine art, hue, tint, saturation, impression, runes, reinforce, strengthen, adapt, substitute, input, output, 'fit for purpose', linkages, prototype, precision, modify, sequential diagram, specifications</p>	<p>Key Vocab: sensor, input, output, process, router, packet, software, multimedia, variables, editing</p>	<p>Key Vocab: diction, interval, syncopation, dynamic, Gaelic, pronunciation, rhythm</p>	<p>Key Vocab: atheist, theist, monotheist, polytheist, agnostic, connection, faithful, Holy Spirit, trinity, Humanist, 'life after death', karma, reincarnation, Moksha, Dharma</p>	<p>Key Vocab: similarity, responsibilities, democracy, disability, harassment, transgender, diversity, imbalance, accolade, stamina</p>