


<p align="center">Eagles Class Autumn Term 2021</p>	<p align="center">. Traders and Raiders Who were the Vikings and Anglo-Saxons?</p>		
<p align="center">Big Questions Autumn 1 Why did the Vikings and Anglo-Saxons come to Britain? Autumn 2 What was life as a Viking or Anglo-Saxon like?</p>			<p align="center">Meaningful Experiences</p> <p>Use DT and art lessons to make and design clothes and jewellery for market</p> <p>Immersion day where children will dress up and live the day in the life of a Viking or Anglo-Saxon</p> <p>Find recipes that may have been used and recreate them</p> <p>Hands on experience of tools</p> <p>PowerPoints, videos and audio provided by museums for a deeper understanding</p>
<p align="center">Links to our vision <i>Caring for others and courageously striving for excellence</i></p> <p>Study of both the Vikings and Anglo-Saxons to understand how they impacted on the way we live today.</p>	<p align="center">Hook</p> <p>We have received a box of Anglo-Saxon items, both real and replica from the Natural History Museum. The children will have the opportunity to learn how Anglo-Saxons lived in Britain</p>		
	<p align="center">Links to learning behaviours</p> <p>Aspiration Always challenging ourselves in every subject to be the best we can be. Curious To ask questions that steer us to new learning and knowledge. Community-minded To explore local history and the impact that Anglo-Saxons had on the local area Determined To develop our skills of perseverance with our independent learning- never giving up if things get tough!</p> <p>Independent In particular, we will be focusing on communicating our learning in different ways depending on our audience.</p>		<p align="center">Links to fundamental British values and celebrating diversity</p> <p>Mutual respect and tolerance- Trade and understanding of different ways of life.</p> <p>Democracy- How life, laws and rights have changed and why.</p>
<p align="center">Phase 1</p> <p>We will learn about who the Vikings and Anglo-Saxons were and their journey to Britain.</p> <p>We will see how life was for each group and how they differed.</p> <p>The children will explore the geographical settlements across Britain and the ways in which the settlements were created</p>	<p align="center">Phase 2</p> <p>We will learn about the importance of trade within this time and begin to create different things which can be 'sold at market'.</p> <p>We will learn about the difficulties that were faced during this era and how that compared with life now.</p> <p>We will learn about foods and goods which we can create, building together for our immersion day.</p>		

AUTUMN 1			
SCIENCE	PSHE	ART	HISTORY
<p>As scientists in Autumn 1, we will be exploring light, light sources and safety. We will be learning about:</p> <ul style="list-style-type: none"> • What happens when there is no light? Exploring through the use of experiments. • The sun as a light source • Recognise the dangers of the sun and how we can protect ourselves from it. Experiment • How the sun supports life. • Shadows and how they can change with light. 	<p>Lessons will focus on me and my relationships. We will:</p> <ul style="list-style-type: none"> • Explore why rules are different for different groups, • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Explain some of the feelings someone might have when they lose something important to them; • Define and demonstrate cooperation and collaboration and how working together can help to achieve success; • Identify the different skills that people can bring to a group task; • Identify people whom they have a special relationship with; • Suggest strategies for maintaining positive relationships 	<p>As artists, we will be exploring Anglo-Saxon trade. We will be learning to:</p> <ul style="list-style-type: none"> • Research Anglo-Saxon jewellery, tools, utensils. • Design our own, identifying the features and benefits • Create this using clay. • Mix and make paints using natural resources and then decorate our 'goods' • Writing an art evaluation and reflection 	<p>As historians in Autumn 1, we will be exploring traders and raiders We will be learning about:</p> <ul style="list-style-type: none"> • Why and how Vikings came to Britain • When Vikings and Anglo-Saxons came to Britain • Life as a Viking. What were houses like? What clothes did they wear? What did they eat? • How Kings in Britain dealt with Viking invaders • Local history of Long Wittenham and what the links are with Anglo-Saxon life
R.E.	COMPUTING	MUSIC	
<p>As theologians in Autumn 1, we will be exploring the question: Does taking bread and wine show that someone is a Christian?</p> <ul style="list-style-type: none"> • Children will explore if religion is the most important influence and inspiration in everyone's life • They will know the story of the Last Supper and link that also with the communion service. • They will know that baptism is another way of showing belonging to the church and will know the symbols connected with baptism. • They will know that being part of a group requires commitment and suggest ways of showing it. 	<p>As digital citizens, we will be learning about Coding. Children will be learning to:</p> <ul style="list-style-type: none"> • read, make and use a flowchart. • create a computer program that includes a repeat command. • create computer programs using prior knowledge. • run, test and debug their programs. • consider nesting when debugging their programs. • confidently make several different things happen in a program 	<p>As musicians, we will be developing our knowledge and understanding of 'Three Little Birds and other songs'. Children will</p> <ul style="list-style-type: none"> • Listen and appraise different pieces of music from same genre • learn and build on their knowledge and understanding about the interrelated dimensions of music • perform and share learning as they progress through the lessons 	

AUTUMN 2		
SCIENCE	GEOGRAPHY	DT
<p>As scientists in Autumn 2, we will be exploring materials</p> <p>We will be learning to:</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle, and associate the rate of evaporation with temperature. 	<p>As environmentalists in Autumn 2, we will be exploring map features and reading.</p> <p>We will be learning:</p> <ul style="list-style-type: none"> • To understand what maps are and why we use them. • How to read a map and create one ourselves. • The names of continents and areas of Great Britain • about global supply chains and how goods can be the product of more than one country. • positives/negatives of multinational companies versus local trade. 	<p>As engineers in Autumn 2, we will be exploring traditional production. We will be learning to:</p> <ul style="list-style-type: none"> • Research traditional foods available to Viking's and Anglo-Saxons • Create a recipe for an element of a meal • to cook with ingredients following our own recipes and using a wide range of preparation and cooking techniques. • to evaluate our products against our design criteria. • the appropriate hygiene rules for handling meat and fish and safe preparation skills. • Create dyes and dye materials to create clothes for our immersion day 'market'.
PSHE	COMPUTING	R.E.
<p>As responsible citizens we will be exploring me and my relationships</p> <p>We will be learning to:</p> <ul style="list-style-type: none"> • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Express opinions and listen to those of others; • Consider others' points of view; • Explaining the thinking behind their ideas and opinions. • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse skills for making up again. 	<p>As digital citizens in Autumn 2, we will be exploring online safety</p> <p>We will be learning:</p> <ul style="list-style-type: none"> • What makes safe passwords • Methods for keeping passwords safe. • How the Internet can be used in effective communication. • How a blog can be used to communicate with a wider audience. • To consider the truth of the content of websites. • About the meaning of age restrictions symbols on digital media and devices. 	<p>As theologians in Autumn 2, we will be exploring the Big Question Is light a good symbol for celebration?</p> <p>Children will:</p> <ul style="list-style-type: none"> • explore and discuss whether religion is the most important thing in everyone's life • look at different ways that we can communicate religious beliefs. • correctly identify the three festivals and the appropriate faith; they will know the story behind each festival and be able to explain why light is a feature. • understand the significance of light for life and its symbolic meaning as guide, revelation and understanding. • describe the beliefs that each festival expresses and compare and contrast beliefs and practice