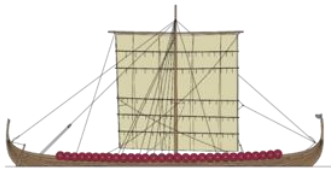



Year Group - Three	Term – Summer 1		
Name of Unit Overview – Vikings 		Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.
Context, Big Questions and Wider World impact <ul style="list-style-type: none"> ✓ How and where did the Vikings live? ✓ Using a timeline to see and understand events and times in history ✓ How, where and why did Vikings travel and raid? 			
Subject specific learning areas			
Science			
Prior learning and where the objectives are revisited later in the year.	Key year group learning.	Main journey of the unit	
In KS1 Animals, including humans Pupils should be taught to: notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Can we? <u>2.1 Food for Thought</u> Curriculum statement: Understand and apply the principles of a healthy and varied diet. Learning objectives within this unit (which cover the above): To find out about healthy and balanced diets. Working scientifically skill focus: To gather, record and present data in different ways. <u>2.2 Funny bones</u>	Topic lessons: 1.30 – 3.15 Mondays <u>Week 1</u> Who were the Vikings? Place on timeline How and where did they live? Who, where and why did they battle/raid? What did they eat? How was everyday life?	Science Lessons: Wednesdays 1.00 – 2.00 <u>Week 1 & 2: Science</u> We like to move it: Look at skeletons and muscles for supporting, protecting and movement of the body <u>Week 3 & 4: Science</u> Funny Bones: Investigate the skeletal system

	<p>Curriculum statement: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Learning objectives within this unit (which cover the above): To describe the basic parts of the skeletal system.</p> <p>Working scientifically skill focus: To observe and compare animals with and without skeletons.</p> <p><u>Unit 2.3 We like to move it</u></p> <p>Curriculum statement: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Learning objectives within this unit (which cover the above): To look at joints, and how bones and muscles help us move.</p> <p>Working scientifically skill focus: To make systematic and careful observations</p>	<p><u>Week 2</u></p> <p>Geography: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical features</p> <p>Name and identify continents and European countries particularly in relation to the famous Viking battles/land occupied</p> <p><u>Week 3</u> Design and build and improve longboats and shields – chn to choose boat or shield</p> <p><u>Week 4</u> To learn about Viking designs Learn about the meanings of Viking patterns, create own, selecting and using charcoals and pencils</p> <p><u>Week 5</u> Have a Viking day where we create a Viking settlement in the classroom with boats, shields homes etc</p> <p><u>Week 6</u> Food technology: Cook a Viking Stew</p>	<p><u>Week 5 & 6 :Science</u> Food for thought: find out about healthy and balanced diets. Make a Viking stew</p>
Humanities – History & Geography			
Prior learning and where the objectives are revisited later in the year.	Key year group learning.		
<p>Pupils should be taught about:</p> <ul style="list-style-type: none">□ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life□ events beyond living memory that are significant nationally or globally□ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods□ significant historical events, people and places in their own locality	<p>Can we....?</p> <p>History:</p> <ul style="list-style-type: none">✓ Learn about the Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor✓ Learn about how Vikings lived/travelled/raided <p>Geography:</p> <ul style="list-style-type: none">✓ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical features✓ Name and identify continents and European countries		
Arts and Design			
Prior learning and where the objectives are revisited later in the year.	Key year group learning.		

<p>Key stage 1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to use a range of materials creatively to design and make products <input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <input type="checkbox"/> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Can we....?</p> <ul style="list-style-type: none"> ✓ Design and build and improve longboats and shields ✓ Create Viking patterns selecting and using charcoals and pencils ✓ Create a Viking settlement ✓ To learn about Viking patterns and designs ✓ To explore different designs from the Viking period and their meanings ✓ Food technology: Cook a Viking Stew 		
Computing and Technological Understanding			
Prior learning and where the objectives are revisited later in the year.	Key year group learning.		
<p>Key stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <input type="checkbox"/> create and debug simple programs <input type="checkbox"/> use logical reasoning to predict the behaviour of simple programs <input type="checkbox"/> use technology purposefully to create, organise, store, manipulate and retrieve digital content <input type="checkbox"/> recognise common uses of information technology beyond school <input type="checkbox"/> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<p>Can we....?</p> <ul style="list-style-type: none"> ✓ Week1: Type text into different programs and change its style by applying a range of font effects. ✓ Week 2 & 3: Create documents and posters by combining text boxes with inserted images. ✓ Week 4 & 5: Create a multimedia e-book combining: text, images voice recordings and shapes. ✓ Week 6: Shoot a digital photo and explore tools to edit it. 		

Immersion Activity- What do they need to know? How are you going to start with a bang?	<div><div></div><div><ul style="list-style-type: none">✓✓ Meet Balder... Compare yourself to him! Think about: Clothing, weapons! Why? Where does he live? What does he eat? Did he have spare time? If so what did he do? Create a list of questions you want to find out about the Vikings and how they lived</div></div>	Trips/ Visits / Experiences	<ul style="list-style-type: none">✓ Whole day long: Create a longboat and a classroom sized settlement with longboats/homes/sea.✓ Cook stew
		Vocabulary Oracy activities	Viking, longboat, timeline, Edward the Confessor, Kingdom of England, stew, freeman, warrior, thatched house, Thor, Freya, Odin, Loki, shield, sword, coins, raid
Discrete subject learning focus areas			
Music	Learning an instrument: Ocarina Singing for pleasure	RE	Sikhism – Sharing and Community
PE	Physical: Perform and repeat longer sequences, with clear shapes and controlled movement Perform a variety of movements and sills with good body tension	PSHE	Living in the Wider World Relationships and Friendships
MFL	Learning nursery rhymes Recapping- animals/numbers/colours from previous term		
Final quality products	<ul style="list-style-type: none">- Viking artwork- Longboats and shields- Viking Stew-	Home learning opportunities	<ul style="list-style-type: none">✓ Bring in vegetables/resources for longboats and shields✓ Share on Seesaw what we have been learning✓ Create a family shield