

Launch: Excavation as an archaeologist.		
	Literacy and Maths	Connected Learning
1-2	<p>As Readers, we will be analysing the text Beowulf and</p> <p>As Writers, we will be publishing own version of a Saxon myth.</p> <p>In Applied Writing we will be publishing descriptions of mythical creatures anthology</p> <p>As Mathematicians, we will be exploring: graphs – tables and line.</p> <p>In our Maths Missions, we will. Saxon population graphs and Saxon daily activity graph</p>	<p>To earn our Purple Passport, we will question How would you invade and conquer another country?</p> <p>We will need to:</p> <ul style="list-style-type: none"> • be Proud, Unique, Reflective, Positive, Loving and Empowered. • Show the British values of rule of law, individual liberty, mutual respect, tolerance, tolerance of different faiths and beliefs and democracy • Demonstrate the Building Learning Powers skills of collaboration and resilience <p>To demonstrate our learning, we will produce How to invade and conquer guide.</p>
Stoke Museum – Staffordshire Hoard		
3-4	<p>As Readers, we will be analysing Freedom for Bron: The Boy Who Saved a Kingdom</p> <p>As Writers, we will be publishing a write a story based on Saxon info.</p> <p>In Applied Writing we will be publishing a myth based on previous ideas.</p> <p>As Mathematicians, we will be exploring: Fractions.</p> <p>In our Maths Missions, we will play Saxon fraction bingo. Fraction of meals for a Saxon day.</p>	<p>As Artists, we will question we 'How can we make a collage of an Anglo Saxon Shield.?'</p> <p>We will need to:</p> <ul style="list-style-type: none"> • Use experiences, other subjects across the curriculum and ideas as inspiration for art work. • Develop and share ideas in a sketch book and in finished products. • Improve mastery of techniques. <p>To demonstrate our learning, we will produce We will produce a Saxon Shield.</p>
5-6	<p>As Readers, we will be analysing Freedom for Bron: The Boy Who Saved a Kingdom</p> <p>As Writers, we will be publishing haikus cinquain and poems that convey an image. of the war to write own poem.</p> <p>In Applied Writing we will be publishing Fictional biography of Bron with detail from the text.</p> <p>As Mathematicians, we will be exploring: fractions</p> <p>In our Maths Missions, we will play an adding fraction card game for goats. Design a Saxon farm with specific fractions to each crop etc.</p>	<p>As Design Technologists, we will question: 'How does a catapult work?'</p> <p>We will need to:</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages <p>To demonstrate our learning, we will make and produce a model for testing.</p>

7-8	<p>As Readers, we will be analysing King Arthur</p> <p>As Writers, we will be publishing Write a letter from a knight of Camelot.</p> <p>In Applied Writing we will be publishing a descriptive poem with imagery for Camelot – all features related.</p> <p>As Mathematicians, we will be exploring:</p> <ul style="list-style-type: none"> Fractions. Mixed and whole numbers. Decimals. <p>In our Maths Missions, we will Explore place names and what number came from Saxon decent. Word problems related to Saxon farming.</p>	<p>As Geographers, we will question: <i>'Why does a volcano erupt.?'</i></p> <p>We will need to:</p> <ul style="list-style-type: none"> Use a wide range of geographical sources in order to investigate places and patterns. Locate the world's countries pm a map with focus on Europe and countries of particular interest to pupils. <p>To demonstrate our learning, we will produce a non-chronological report.</p>
9-10	<p>As Readers, we will be analysing How to Train a Dragon</p> <p>As Writers, we will be publishing Instructions for how to train a dragon</p> <p>In Applied Writing we will be publishing – Letter – persuasive to patents to have a dragon as a pet.</p> <p>As Mathematicians, we will be exploring: Decimals. Percentages.</p> <p>In our Maths Missions, we will add and subtract the weights of different dragons from the book. Compare. See which has highest percentage. Percent/decimals/ fractions matching game.</p>	<p>As Historians, we will question: <i>'Why did the Saxons invade the British Isles?'</i></p> <p>We will need to:</p> <ul style="list-style-type: none"> Use suitable sources of evidence, giving reasons for choices Use sources of information to form testable hypotheses about the past Understand that no single source of evidence gives the full answer to questions about the past Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Use appropriate historical vocabulary to communicate <p>To demonstrate our learning, we will produce a newspaper about the invasion.</p>
11-12	<p>As Readers, we will be analysing Horrible Histories Smashing Saxons</p> <p>As Writers, we will be publishing – A day in the life of a Saxon.</p> <p>In Applied Writing we will be publishing - How to build a Saxon House.</p> <p>As Mathematicians, we will be exploring: Geometry.</p> <p>In our Maths Missions, we will measure the angles inside a Saxon house. Plan a route between destinations and have specific stopping points. Measure with protractors.</p>	<p>As Musicians, we will question: <i>'Can I perform a modern pop and hip hop piece?'</i></p> <p>We will need to:</p> <ul style="list-style-type: none"> Perform with controlled breathing Sing or plat expressively and in tune Create songs with verses and a chorus Describe how lyrics often reflect the cultural context of music and have social meaning <p>To demonstrate our learning, we will rehearse and perform popular pop and hip hop pieces to an audience.</p>
End of Unit Celebration Sailing		

We will also be learning these skills...

<p>As Athletes, we will answer the questions: <i>'Can we play sports collaboratively?'</i></p> <p>We will need to:</p> <ul style="list-style-type: none"> • Play competitive games and apply basic principles suitable for attacking and defending. • Take part in outdoor and adventurous activity challenges in both individually and in a team. <p>To demonstrate our learning, we will play netball, use the climbing wall, complete in athletics activities and perform a dance inspired by Beowulf.</p>	<p>As Entrepreneurs, we will raise money for the purchase of blazers. Ideas include:</p> <ul style="list-style-type: none"> • <u>Personalised keyrings, memento tea towels</u> • <u>Valentine's disco tuck shop</u> • <u>Create a small change trail</u> • <u>Run a coffee morning with crèche</u> <p>We will need to:</p> <ul style="list-style-type: none"> • Enjoy new things and take opportunities wherever possible. • Enjoy working hard • See that hard work leads to success. • Encourage others to work hard. • Do things even if they may not seem appealing • Listen to others and thank them for advice • Quickly spot things that could be improved.
<p>As Theologists, we will answer the question: <i>'What are the five pillars of Islam? What did Jesus do to save human beings?'</i></p> <p>We will need to:</p> <ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Explain some of the different ways that individuals show their beliefs. • Explain ideas about some answers to ultimate questions and why answers may differ between individuals. • Express own values and remain respectful of those with different values <p>To demonstrate our learning, we will create a class wonder book of our questions, discussions and findings.</p>	<p>As Scientists, we will investigate: <u>Forces - 'Can we explain the impact of forces upon an object?'</u> <u>Animals including humans - 'Can we explain how animals including humans change over time?'</u></p> <p>We will need to:</p> <ul style="list-style-type: none"> • Physics – Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Physics – Identify the effect of drag forces act between moving forces • Physics – Recognise that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect • Working scientifically – Plan enquiries, including recognising and controlling variables where necessary • Working scientifically – Take measurements, using a range of scientific equipment, with increasing accuracy and precision • Working scientifically – Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments • Biology - Describe the changes as humans develop into old age <p>To demonstrate our learning, we will undertake scientific investigations</p> <p>To demonstrate our learning, we will be able to use diagrams to show change over time</p>
<p>As tolerant and respectful citizens, we will learn about the British Values of:</p> <ul style="list-style-type: none"> • Rule of Law, • Individual liberty, • Mutual respect, • Tolerance of different faiths and beliefs • Democracy. 	<p>As computer programmers, we will answer the question: <i>'How can we create geometric art using a range of software?'</i></p> <p>We will need to:</p> <ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Change the position of objects between screen layers (send to back, bring to front).

	<ul style="list-style-type: none">• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.• Combine the use of pens with movement to create interesting effects.• Set events to control other events by 'broadcasting' information as a trigger.• Use IF THEN ELSE conditions to control events or objects.• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.• Use lists to create a set of variables.• Use the Boolean operators () < () () = () () > () ()and() ()or() Not() to define conditions.• Use the Reporter operators to perform calculations. (see milestone 2)• Pick Random () to () Join () () Letter () of () Length of () () Mod () This reports the remainder after a division calculation Round () () of (). <p>To demonstrate our learning, we will create geometric art, taking inspiration from traditional Islamic artists.</p>
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