

Y3/4 Cycle B Autumn Term MTP: Vikings & Anglo-Saxons

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
History	Who were the Vikings and the Anglo-Saxons?	How did the Anglo Saxons live? OR How did the Vikings live? Session 2A (Trip)	How did the Anglo Saxons live? OR How did the Vikings live? Session 2B	How did the Anglo Saxons live? Session 2C	How did the Vikings travel?	Were the Vikings vicious raiders? Session 4A	Were the Vikings vicious raiders? Session 4B	What did the Vikings and Anglo-Saxons believe?	Did the Vikings leave their mark on where we live? Session 6A	Did the Vikings leave their mark on where we live? Session 6B	Was England always threatened?	Did the Vikings deserve their vicious reputation?
	<ul style="list-style-type: none"> ✓ To know that the Anglo-Saxons came before the Vikings but after the Stone Age, Bronze Age and Iron Age. ✓ To know where to place the Anglo-Saxon and Viking era on a timeline using BC and AD. ✓ To know that that the Scots, Anglo-Saxons and Vikings invaded Britain. 	<ul style="list-style-type: none"> ✓ To know how the Anglo-Saxons/Vikings lived using a range of historical sources including first-hand and second-hand experiences. ✓ To know where to place the Anglo-Saxon and Viking era on a timeline using BC and AD. 	<ul style="list-style-type: none"> ✓ To know similarities and differences between the Anglo-Saxon and Iron Age settlements and house construction. ✓ To know that many British place names have their origin in Anglo-Saxon language. ✓ [To know how the Anglo-Saxons lived using a range of historical sources including first-hand and second-hand experiences.] 	<ul style="list-style-type: none"> ✓ To know the difference between a primary and secondary historical source. ✓ To know that Edith Pretty enabled the Sutton Hoo excavation ✓ To know how the Anglo-Saxons lived using a range of historical sources from the Sutton Hoo excavation. 	<ul style="list-style-type: none"> ✓ To know that Vikings travelled on different types of longships depending on the reason for their journey and their destination. 	<ul style="list-style-type: none"> ✓ To know the reasons for the Viking invasion of Lindisfarne which was the first Viking raid on Britain. 	<ul style="list-style-type: none"> ✓ To understand the impact of the Viking raid of Lindisfarne on Britain and other locations globally. 	<ul style="list-style-type: none"> ✓ To know the similarities and differences between the belief systems of the Anglo-Saxons and Vikings. 	<ul style="list-style-type: none"> ✓ To know that many British place names have their origin in Viking language. ✓ To use Knowledge of Viking place names to locate possible Viking settlements in their local area. 	<ul style="list-style-type: none"> ✓ To know when the Anglo-Saxons and Vikings impacted on their local area and to locate this on a timeline. ✓ To know how the Anglo-Saxons and Vikings have impacted on their local area. 	<ul style="list-style-type: none"> ✓ To know that Alfred the Great was an Anglo-Saxon king and to understand the importance of some of his main achievements. ✓ To gain knowledge of Alfred the Great and his achievements by interpreting a range of historical resources. 	<ul style="list-style-type: none"> ✓ To know similarities and differences between the Anglo-Saxon and the Vikings to evaluate whether they are fairly represented in history. ✓ To understand the legacy of the Viking era on Britain.
Science	What are the different functions of teeth?	Do all animal's teeth look the same?	Why do we need to look after our teeth? How do we do this? SESSION 3A	Why do we need to look after our teeth? How do we do this? SESSION 3B	What makes up the digestive system? SESSION 4A	What makes up the digestive system? SESSION 4B			What makes a food chain? SESSION 5A	What makes a food chain? SESSION 5B		
	<ul style="list-style-type: none"> ✓ To identify and name the different type of teeth – incisors, canines, molars. ✓ To describe the simple function of each type of tooth. ✓ To make careful and systematic observations to collect relevant data to answer a question. (WS) 	<ul style="list-style-type: none"> ✓ To identify and name the different type of teeth – incisors, canines, molars. ✓ To describe the simple function of each type of tooth. ✓ To draw simple conclusions from results to find answers to a question. (WS) ✓ To identify similarities, differences and changes in data and observations. (WS) 	<ul style="list-style-type: none"> ✓ To identify features of the structure of a typical tooth. ✓ To know why good oral hygiene is important. ✓ To describe ways to support good oral hygiene. 	<ul style="list-style-type: none"> ✓ To know why good oral hygiene is important. ✓ To describe ways to support good oral hygiene. ✓ To ask relevant questions about the world around them. (WS) ✓ To structure questions to be answered in a scientific enquiry. (WS) ✓ To decide, with support, the observations to make, including the frequency of observations, in order to find answers to a question. (WS) ✓ To report findings from scientific enquiries in a variety of ways e.g., oral and written explanation, displays and presentations. (WS) ✓ To gather data 	<ul style="list-style-type: none"> ✓ To know and name the basic parts of the digestive system: mouth, oesophagus, stomach, small intestine, large intestine, anus. ✓ To describe the simple functions of the basic parts of the digestive system. 	<ul style="list-style-type: none"> ✓ To know and name the basic parts of the digestive system: mouth, oesophagus, stomach, small intestine, large intestine, anus. ✓ To describe the simple functions of the basic parts of the digestive system. 			<ul style="list-style-type: none"> ✓ To know how to construct and interpret food chains. ✓ To identify producers, predators and prey in a food chain. 	<ul style="list-style-type: none"> ✓ To know how energy is transferred through a food chain. ✓ To know that energy in a food chain is provided by the Sun. ✓ To know and describe how changes to environments or populations can have implications to food chains. 		

Y3/4 Cycle B Autumn Term MTP: Vikings & Anglo-Saxons

				<p>from scientific enquiries using notes, simple tables and standard units. (WS)</p> <p>✓ To record findings from scientific enquiries using drawings, labelled diagrams, keys, bar charts and tables, with support. (WS)</p>						
D&T	<p>What are shell structures?</p>	<p>How can shell structures be joined? Session 2A DOUBLE SESSION</p>	<p>How can shell structures be joined? Session 2B</p>	<p>What is lamination, corrugation and ribbing?</p>	<p>How can we create a Viking longboat for my intended audience? Session 4A</p>	<p>How can we create a Viking longboat for my intended audience? Session 4B DOUBLE SESSION</p>				
	<ul style="list-style-type: none"> ✓ To know that a shell structure has a solid outer layer which is flat or curved and it is hollow on the inside. ✓ To know where flaps can be drawn onto nets to join them to create a shell structure. ✓ To use knowledge of the nets and joins to evaluate the strengths and limitations of existing packaging. 	<ul style="list-style-type: none"> ✓ [To know where flaps can be drawn onto nets to join them to create a shell structure.] ✓ [To use scissors to score joining flaps.] ✓ To draw joining flaps accurately so that they can't be seen on the finished product. 	<ul style="list-style-type: none"> ✓ To know that Robert Gair designed the folding carton. ✓ [To know where flaps can be drawn onto nets to join them to create a shell structure.] ✓ [To use scissors to score joining flaps.] ✓ [To draw joining flaps accurately so that they can't be seen on the finished product.] ✓ To know how to use CAD to model and explain ideas. 	<ul style="list-style-type: none"> ✓ To know how to strengthen a structure using corrugating, laminating and ribbing. 	<ul style="list-style-type: none"> ✓ To know how to apply knowledge of techniques to a design brief. ✓ To use IT knowledge to create the net using CAD and evaluate the positions of where best to join the shell structure. 	<ul style="list-style-type: none"> ✓ [To know where flaps can be drawn onto nets to join them to create a shell structure.] ✓ [To draw joining flaps accurately so that they can't be seen on the finished product.] ✓ [To use scissors to score joining flaps.] ✓ To use subject specific language to compare and contrast their design with their peers. 				

Y3/4 Cycle B Autumn Term MTP: Vikings & Anglo-Saxons

Art							<p>Who is George Segal and how can I replicate his process?</p>	<p>What materials make the best sculpture?</p>	<p>How can we create a sculpture that represents a Viking God? Session 3A</p>	<p>How can we create a sculpture that represents a Viking God? Session 3B</p>	<p>How can we create a sculpture that represents a Viking God? Session 3C</p>	<p>How can we create a sculpture that represents a Viking God? Session 3D</p>
							<p>✓ To know that George Segal was a sculptor who created shape and form in his sculptures.</p>	<p>✓ To use knowledge of different materials and techniques (including cutting, bending, tearing and sticking), to build an armature.</p> <p>✓ To know which materials are useful for creating shape and form in a sculpture</p> <p>✓ To use knowledge of cutting, tearing, bending, binding and sticking when manipulating sculpture materials.</p>	<p>✓ To apply knowledge of armatures and materials into design for a sculpture.</p>	<p>✓ To use knowledge of different materials and techniques (including cutting, bending, tearing and sticking), to build an armature.</p> <p>✓ To know which materials are useful for creating shape and form in a sculpture.</p> <p>✓ To use knowledge of cutting, tearing, bending, binding and sticking when manipulating sculpture materials.</p>	<p>✓ To know how to model over an armature with a suitable material.</p>	<p>✓ To know that George Segal was a sculptor who created shape and form in his sculptures.</p> <p>✓ To evaluate their sculpture using their knowledge of shape and form.</p>

