



## Our theme for the Spring Term

### Vikings and Anglo Saxons

Staff will use the following theme plan to highlight; they will highlight the activities and learning intentions/outcomes that they will cover. The final section of the document enables staff to add additional activities they may wish to do. These plans have been developed using the following documents, The Pre-Key stage standards, The Early Years Foundation Stage profile, The National Curriculum Key stage 1 and 2 documents and the Preparation for Adulthood across the age ranges for children and young people with SEND. Ideas for teaching are in black, the knowledge we wish the children to gain is in purple and skills are shown in red.



THEME FOR SPRING TERM

<b>Theme Vikings and Anglo Saxons</b>	<b>Ideas for theme are shown in black Learning objectives are shown in purple and red</b>						
	<b>Communication and Language (including literacy)</b>	<b>Personal social</b>	<b>Physical sensory</b>		<b>Thinking skills (Mathematics)</b>		
<b>MAPP</b>	Visit Holy Island and experience the location. Look at books that have pictures of Vikings in them, read a simple story about Vikings. Watch a video of a fire being built, use words that describe a fire. Share sensory stories with the children.	Experience different temperatures, mirroring what it would be like to live in a cold climate, for example Scandinavia. Smell foods that would have been eaten by the Vikings, such as bean cakes. Try on clothes that look similar to what a Viking or Anglo Saxon might wear.	Listen to music that reflects the sounds of the sea. Use materials to make movements like the waves. Use different green and blue paints and resources to create a sea scape and to add junk models to. Use different materials like leather and wool and let the children touch and feel them to experience these materials. Support the child to try on clothes made of different materials.		Use different junk model materials to build a Viking ship. Use different shapes to print a Viking settlement. Use different shapes to print a pattern on a Viking picture. Use beads to thread to make a piece of jewellery that a Viking or Anglo Saxon might wear.		
	<b>Learning Intentions (Intent, assessed through MAPP)</b> Children will have their own individual Learning intentions written by their Multi-professional team.	<b>Learning Intentions (Intent, assessed through MAPP)</b> Children will have their own individual Learning intentions written by their Multi-professional team.	<b>Learning Intentions (Intent, assessed through MAPP)</b> Children will have their own individual Learning intentions written by their Multi-professional team.		<b>Learning Intentions (Intent, assessed through MAPP)</b> Children will have their own individual Learning intentions written by their Multi-professional team.		
	<b>Communication and Language</b>	<b>PSHE</b>	<b>Physical Development</b>	<b>Understanding Of the world</b>	<b>Literacy</b>	<b>Maths</b>	<b>Expressive Arts and Design</b>
<b>Step 1</b>	Listen to simple Viking stories. Listen to Viking poems. Play games with children trying to guess different Viking objects, others to listen to their turn.	Set Team Tasks, for example making a Viking longboat, get the children to work together. Play different board games as part of a team, learn how to work together to win a game.	Get the children to dress up using Viking style clothing. Get the children to learn about how the Vikings kept their self clean, role play these activities, compare to how the children keep clean today.	Children pick pictures of themselves and put them in order, they do a similar task for a Viking family. Children can order pictures of themselves at different events, they can do the same for Viking tradition. Children look at different festivals that happened at different times of the year in the Viking calendar, put these on a simple timeline.	Share different stories about Vikings with the children. Write a sentence to describe a Viking warrior. Write a sentence to describe a Viking long boat. Make labels to put on a wall display. Get the children to read their sentence to others.	Use different resources to add or take away two numbers. Get the children to draw one more Viking on a picture or one more long boat.	<b>Encourage the children to look at pictures of Vikings, get them to use different material to create these.</b> <b>Use clay to recreate different Viking jewellery.</b>

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION FOCUS THIS SESSION IS 'THE WORLD I LIVE IN' TAKEN FROM THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND

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	<p><b>Learning Intentions (Intent, assessed using 'I Can' statements)</b> Children can say what good listening is. <b>Children can listen attentively in a range of situations.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can work as part of a team. <b>Children can adjust their behaviour to different situations.</b></p>	<p><b>Learning Intentions (Intent, using 'I can' statements)</b> Children can say how they keep their self clean. <b>Children can manage their own personal needs successfully, including dressing and undressing.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can name their family members. Children can talk about events that have happened in their past and present life's. <b>Children can put in order events using photos from their past and present.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can read simple sentence. <b>Children can talk about what they have read with others.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children know what adding and subtraction means. Children can use quantities and objects to add and subtract 2 single digit numbers.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> <b>Children can name different types of material that they could use to represent their ideas.</b> <b>Children can use different materials to represent their ideas.</b></p>
	<b>PSHE</b>		<b>Physical Development</b>	<b>Literacy</b>	<b>Mathematics</b>		<b>Creative Arts</b>
<b>Formal Step 2</b>	<p>Look at a picture of a Viking and an Anglo Saxon and note the differences. Discuss how people in different countries have different traditions, make a connection to the Vikings and Anglo Saxons. Draw pictures of both groups of people and label the difference in dress etc. Talk about how different groups of people have different viewpoints, discuss how we can listen to the views of others. Make a list of people who help us in different settings and at different time.</p>		<p>Discuss how dance reflects traditions. Think about dances that have come from the past, learn about different dance traditions. Encourage the children to learn different dance routines and types.</p>	<p>Make a passport for an Anglo-Saxon person. Write a story imagining they are a Viking or an Anglo Saxon. Teacher dresses as a Viking story teller and shares some of the myths and legends associated with Vikings. Create a word bank associated with Vikings/Anglo Saxon. Create an acrostic poem using Viking as the key word. Create an acrostic poem using Anglo Saxon as the key word.</p>	<p>Use weight and measure ingredients for different recipes from Viking times. Make a rough graft to reflect which recipe that has been tried that the children liked best. Label different 3D shapes that have been used to construct different models reflecting Viking times.</p>		<p>Listen to music that reflects a battle. Look at designs from Viking times. Try to find a modern designer that has a similar style or uses patterns from the Viking times, learn about their different pieces of work. Get the children to recreate a design that they like.</p>

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	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children can name the differences and similarities between people.                  Children can explain how people can help us.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children say which types of movement they could use in a simple dance.                  Children can perform dances using simple movement patterns.</p>	<p>Assessed using the B-Squared document</p>	<p>Assessed using the B-Squared document</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children can recognise what a note is on a page of music.                  Children can name different designers.                  Children can create a piece of art work that reflects the designer they have chosen.</p>
<b>Theme Viking &amp; Anglo-Saxon</b>					
	<b>Design and Technology</b>	<b>Humanities</b>	<b>Science</b>	<b>Computing/E Safety</b>	<b>RE/SMSC</b>
<b>Formal Step 2</b>	<p>Children design and make a boat.                  Children design and make a Saxon settlement.                  Children design an outfit using paper/material for a Viking/Anglo Saxon.                  Uses Anglo Saxon recipes such as bean cakes to make different dishes of the time.                  Play guess the object, using the worksheet.</p>	<p>Create a timeline of events in relation to the Vikings invasion of the local area.                  Learn about how place names have been influenced by the Vikings and Anglo Saxons, complete the relevant work sheets.                  Draw a map that shows towns and villages locally that have place names that are influenced by the Vikings and the Anglo Saxon.                  Create a 3D map of Scandinavia using a variety of materials such as clay.                  Complete STEM lesson Enquiry 10, "How do you know about the Vikings"</p>	<p>Discuss with the children the different plants the Vikings/Anglo Saxons grew for crops.                  Try growing some of these plants.                  Draw pictures of the plants and label these pictures.</p>	<p>Research what Vikings/Anglo Saxons ate.                  Make a list of technologies that can be used to find out information. Use software to draw a picture of a Viking Long Boat.</p>	<p>Find out about paganism and what this means.                  Discover using technology how Christianity spread in these times, located and Anglo-Saxon church and draw a picture of one.                  Discuss and list the values of Pagans and Christians.</p>

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	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b></p> <p>Children can name different types of structures. Children can evaluate different products. <b>Children can build different types of structure.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b></p> <p>Children name historical events, people and places that have occurred in their local area. <b>Children can record historical events on a timeline to reflect the Viking invasion.</b> Children can use geographical vocabulary to refer to key physical features including, beach, cliffs, coast and sea. <b>Children can use their knowledge to find different features on a map and label them.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b></p> <p>Children can describe the basic structure of a variety of flowering plants including trees. <b>Children can label different parts of a plant and draw diagrams showing these parts.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b></p> <p>Children can name common types of technology that is used beyond school. <b>Children can use technologies that they may have access to outside of school.</b></p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b></p> <p>Children can name values that they have. <b>Children can explain how actions can affect other people.</b> Children can name different faiths. <b>Children can discuss what liberty and respect mean to them.</b></p>
<b>Theme</b> <b>Vikings &amp; Anglo-Saxon</b>					
	<b>PHSE/Citizenship (Development)</b>	<b>Physical Development</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Creative Arts</b>
<b>Formal Step 3</b>	<p>Discuss different religious identities, visit different religious buildings. Use story books and clips to show different cultures and traditions, compare these to how the Vikings were different from the Anglo-Saxon. Think about what it means to 'Discriminate' ask the children to think about whether they have experienced this and how it made them feel. Think about the word "Prejudiced" ask the children to make posters to tell people why we should treat everyone equally, tie this to Anti-bullying work.</p>	<p>Discuss games that may have been played in Viking times, try and recreate one of these games. Watch a sporting match on the TV and list the skills that are being used in attack and defense. Practice the skills that they have listed. Play a team game and try to use the skills that they have been practicing.</p>	<p>Learn the difference between our alphabet and the runes that were used in Viking times. Complete the housing comprehension worksheet. Children imagine that they are curators of a museum and write labels for the different objects on the 'Guess the object' page. Find out about the Anglo-Saxon poem 'BEOWOLF' discuss its meaning.</p>	<p>Make a chart of Viking weights and measures use these to measure some things and record them. Use 'STEM' inquiry 6, 'How long is a long boat' for estimations, drawing to scale and finding area.</p>	<p>Use different ways to dye materials, use Stem Enquiry 3. Look at different techniques that have been used historically, recreate these techniques in the children's work. Look at pictures of Vikings, decide on a technique and create a Viking picture, for example of a warrior.</p>

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	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children can name the differences between people in term of ethnicity, culture and religious identity.                  Children can explain why we are not rude and unkind to towards other people because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate).</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children can name the basic principles suitable for attacking and defending in a game.                  Children can display different attacking and defending skills when playing a team game.</p>	<p>Assessed using B-Squared</p>	<p>Assessed using B-Squared</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b>                  Children can name different art and design techniques.                  Children improve their mastery of art and design techniques.</p>
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Theme Vikings & Anglo- Saxons						
	Design & Technology	Humanities	Languages	Science	Computing/E Safety	RE/SMSC
<b>Formal Step 3</b>	<p>Design a Viking long ship. Design an Anglo-Saxon town, using the town planning worksheet. Learn about clothing and jewellery in the time. Design a piece of jewellery in the same design style and use linkages within the design. Use a cardboard loom to make pieces of cloth to add to a clothing design. Use different materials to create a shield and helmet. Complete the "Vikings at Home" worksheet and quiz, noting the different resources that Vikings had in their homes. Use STEM Enquiry 8 for learning about 'Force'.</p>	<p>Learn about the Roles and Rights in Anglo-Saxon and Viking society. Create a 3D map of Scandinavia using a variety of materials such as clay. Look at a map, colour the area that the Vikings came from and mark locations that they travelled too. Complete STEM lesson enquiry 10, 'How do we know about the Vikings'. Children learn about how the Vikings protected themselves in battle, completing STEM Enquiry 11 'How did the Vikings protect themselves in Battle'.</p>	<p>Discover what the French word is for different objects. Use French words to label any models they have made. Use the e French for different country names and geographical features such as sea, beech and river.</p>	<p>Discuss different types of soil and how the Vikings relocated due to needing better farm land, follow the STEM Enquiry lesson 1. Use a white chrysanthemum and food dye to observe water being taken up by a plant.</p>	<p>Use C EA stem in Minecraft Viking World to carry out Quest 6- Viking Mythology. Use the internet to find out things about Vikings traditions and use computer software to develop an information leaflet.</p>	<p>Introduce the children to the roles and rights of an Anglo-Saxon. Discuss the word society, how this looks today and how it looked in Viking times, list the skills we need when interacting in society. What values do we hold make a list of our school values.</p>
	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can name different key events and individuals in design and technology who have helped shape the world. Children understand and use mechanical systems in their products (for example pulleys, levers and linkages).;</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children know that the Vikings invaded Britain and that Alfred the Great and Athelstan resisted. Children know that there was a further invasion and about Danegeld. Children know what Anglo-Saxon laws and justice were. Children can discuss the differences between laws and justice today and compare this to Anglo-Saxon law. Children know the Vikings travelled from different countries. Children can locate these countries on a map.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can find the French word for a place, thing or action associated with the Vikings. Children can label a picture using a French word.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children know that plants require water to survive. Children will observe how water is transported in plants.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children know that they can use search technology to find info. Children use search technologies to find out info relating to Vikings and Anglo-Saxons.</p>	<p><b>Learning Intentions (Intent, assessed using 'I can' statements)</b> Children can name the skills and attitudes that they need to participate fully and contribute in a positive way to Modern Britain. Children demonstrate the skills that they need to contribute to a positive society. Children can name the values that we can display that affect behaviour and outcomes. Children demonstrate how shared values affect our community.</p>

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	<b>Employment</b>	<b>Independent Living</b>	<b>Community Inclusion</b>	<b>Health</b>
<b>Step 4</b>	<p>Visit different locations of employment. Attend different career events. Support the children to access the relevant ASDAN courses, these could include vocational courses. Practice filling in different forms that will include applications for different jobs.</p>	<p>Use business sessions to develop independent living skills. Bring in a duvet and practice changing these. Make a list of different tasks that need to happen in the home. Make a list of jobs in the classroom and get the children to take responsibility for these.</p>	<p>Get people from the emergency services to visit school. Make a list of what services are available to help people in an emergency. Make a list of how to contact the emergency services. Practice contacting them in role play situations.</p>	<p>Follow the schools SRE plan, support the children and their families with these lessons. Talk about what a relationship is and how the children can keep themselves safe. Develop a leaflet and then share this with other children and their families.</p>
	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children will know what different careers are available to them. Children will take part in career events. Children will follow their ASDAN courses. Children will be able to complete the paperwork required to apply for different courses. Children will be able to complete their ASDAN courses successfully.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children will be able to name the skills they need to be able to live as independently as possible Children will have the skills they need to live as independently as possible.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children can follow a timetable, using this information when planning a journey on public transport. Children will be able to manage their time appropriately with this increasing in the length of time they can work independently.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statements) Children will know what sex education is and how this impacts on their lives. Children will be able to create a leaflet/booklet that explains to others how to keep themselves safe in a relationship.</p>

**Additional ideas for class group**



**Core vocabulary English**

**Key stage 1**

Answer, centre, complete, eight/eighth, enough, February.

**Key stage 2**

Accompany, according, bargain, controversy, convenience, correspond, dictionary, especially, foreign, forty, hinderance.

**Key vocabulary Science**

Leaves, flowers, petals, fruit, roots, bulbs, seed, trunk, branches, stem.

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	Communication and Language	PSHE	Physical Development	Understanding Of the world	Literacy	Maths	Expressive Arts and Design	
<b>Step 1</b>	I can say what good listening is. I can listen attentively in a range of situations.	I can work as part of a team. I can adjust my behaviour to different situations.	I can say how I keep myself clean. I can manage my own personal needs successfully, including getting dressed and undressed.	I can name my family members. I can talk about events that have happened in my past and present life. I can order events using pictures from my past and present life.	I can read a simple sentence. I can talk about what I have read with others.	I know what addition and subtraction means. I can use quantities and objects to add and subtract 2 single digit numbers.	I can name different materials that I could use to represent my ideas. I can use different material to represent my ideas.	
<b>Step 2</b>	PHSE	Physical Development	Creative Arts	Design & Technology	Humanities	Science	Computing/E-Safety	RE/SMSC
	I can name the differences and similarities between people. I can explain how people can help me.	I can say which type of movement I could use in a simple dance. I can perform a dance using simple movement patterns.	I can recognise what a note is on a piece of music. I can name different designers. I can create a piece of art work of the designer I have chosen.	I can name different types of structures. I can evaluate different products. I can build different types of structure.	I can name historical events, people and places that have occurred in my local area. I can record historical events on a timeline to reflect the Viking invasions. I can use Geographical vocabulary to refer to key physical features including: beach, sea, cliffs and coast. I can use my knowledge to find different features on a map and label them.	I can describe the basic structure of a variety of flowering plants including trees. I can label different parts of a plant and draw diagrams showing these parts.	I can name common types of technology that is used beyond other people. I can use technologies I may use outside school.	I can name values that I have. I can explain how actions can affect other people. I can name different faiths. I can explain what liberty and respect mean to me.

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Step 3	PHSE	Physical Development	Creative Arts	Design & Technology	Humanities	Science	Computing & E-Safety	RE/SMSC	Languages
	I can name the differences between people in terms of ethnicity, culture and religious identity. I can explain why we are not rude or unkind towards other people because they are different and treat them unfairly because of it.(discrimination).	I can name the basic -principles suitable for attacking and defending in a game. I can display different attacking and defending skills when playing a team game.	I can name different art and design techniques. I can improve my mastery of art and design techniques.	I can name different key events and individuals in design and technology who have helped shape the world. I understand and use mechanical systems in my products (for example pulleys, levers and linkages)	I know that the Vikings invaded Britain and that Alfred the Great and Athelstan resisted. I know there were other invasions and about Danegeld. I know what Anglo-Saxons laws and judgement are. I can discuss the differences between laws and justice today and compare this to Anglo-Saxon law. I know that the Vikings travelled from different countries. I can locate these countries on a map.	I know that plants require water to survive. I can observe how water is located in plants.	I know that I can use technology to find out information. I can use search technologies to find out information relating to Vikings and Anglo-Saxons.	I can name the skills and attitudes that I need to participate fully and contribute in some positive way to modern Britain. I can demonstrate the skills that I need to contribute to a positive society. I can name the values that we can display that effect behaviour and outcomes. I can demonstrate how shared values affect my community.	I can find the French word for a place, thing or action associated with the Vikings. I can label a picture using French words.
Step 4	Employment		Independent Living		Community Inclusion		Health		
	I will know what different careers are available to me. I will take part in career events. I will follow my ASDAN courses. I will be able to complete the paperwork required to apply for different courses. I will be able to complete my ASDAN courses successfully.		I will be able to name the skills I need to live as independently as possible. I will have the necessary skills to live as independently as possible.		I will know the names of the emergency services. I will be able to access the emergency services.		I will know what 'sex education' is and how these impacts on my life. I will be able to create a booklet/leaflet that explains to others how to keep themselves safe in a relationship.		