



Ready to **Launch...**

Invasion!

Were The Vikings really vicious?

Time to **celebrate!**

Viking culture afternoon.

Viking Longboat launch.



Are you a **Home Explorer?**



- Make a Viking helmet out of a cereal box.
- Visit St Olave's Church in London.

Wow moments



- **Visit to the Chertsey Museum.**
- **Viking culture afternoon.**

Expert knowledge:

- The Viking invasion timeline 789-1066.
- The Viking homelands were Norway, Sweden and Denmark.
- The Vikings raided Britain for around 60 year before settling.
- The people who lived in Britain at the time of the Viking invasion were the Anglo-Saxons.
- Vikings believed the universe was made up of nine worlds inhabited by gods, goddesses, dwarves, giants, elves and men.
- Fallen soldiers were believed to go to Valhalla run by the God Odin.
- They sailed on longboats and different routes to sneak up on the territory they were invading.
- The Viking alphabet featured runes as letters.



PSHCE:

- Diversity: what it means; the benefits and how to value it in your community.
- How stereotypes can negatively influence behaviours and attitude and how to challenge them.
- How to recognise and how to respond prejudice behaviours/actions which discriminate against others.
- Recognising and respecting that there are different types of family structure.

Science:

- Planning different types of scientific enquiries to answer questions.
- Recording data and results using scientific diagrams and labels, tables, and bar and line graphs.
- Using simple models to describe scientific ideas.
- Reporting and presenting findings from enquiries, including conclusions and explanations of results.
- Identifying scientific evidence that has been used to support.

PE:

Rugby:

- Rugby passing and catching skills,
- How to work well in a team.

Circuit Training:

- To practice and improve fitness skills during circuit training

D & T:

- Design refine, and evaluate designs using research.

English:

Reading:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing:

- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using expanded noun phrases to convey complicated information concisely

RE:

- To make links between Christians' belief that Jesus is the Son of God and events or statements from his life.
- To give a simple meaning for the names: Christ, Emmanuel, Lord, Saviour, Redeemer, Messiah .
- To make links between values and commitments in their own lives and those shown by Jesus – then and now .
- To express an opinion about how Jesus might describe himself if he were on earth today.

Computing:

Can write increasingly complex programs, including:

- I can use loops to repeat tasks within a program.
- I can use IF statements to alter the way my programs run.
- I can control external hardware from within my programs.

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Maths:

- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Compare and order fractions whose denominators are all multiples of the same number
- Identify, name and write equivalent fractions of a give fractions .
- Recognise mixed numbers and improper fractions and convert from one form to the other.
- Recognise the percent symbols and understand that percent relates to “number of parts per hundred” and write percentages as a fraction with denominator 100 and as a decimal.
- Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³).

History:

- To argue a case (and understand why there are differing interpretations)
- To compare and contrast similarities and differences
- To identify the *chronology* of events.
- To identify the *significance* of historical events and individuals

Geography:

- To look at trade, land use an natural resources.
- To use geographical vocabulary accurately
- To ask questions about locations and think about why places in the UK are different.