

Topic:

Year group:

Term: Autumn 20		Week 1 7.9.20	Week 2 14.9.20	Week 3 21.9.20	Week 4 28.9.20	Week 5 5.10.20	Week 6 12.10.20	Week 7 19.9.20
<b>H i s t o r y</b>	<b>Qu esti on</b>		Who were the Vikings and why were they important?		What was homelife like in Viking times? How does homelife compare to Ancient Greece?	What was homelife like in Viking times regarding their beliefs? How do their beliefs compare to those of Ancient Greece?		Who was in charge and how did they rule the country?
	<b>Sk i l l s</b>		I can place key events on a timeline using precise dates. I can use appropriate historical vocabulary to communicate my ideas/knowledge.		I can use a wide variety of different sources to find out facts and present them in a variety of different ways.	I can use evidence to ask questions and find answers to questions about the past		I can communicate about historical events and significant people from the past and begin to present them in different ways.
	<b>Kno wle dge</b>		I know that the Viking period was 793 - 1066 AD. I can identify where the Viking period is on a historical timeline.		I know what homelife was like for the Vikings in Scandinavia. I can identify similarities between Vikings and Ancient Greece.	I know what the homelife was like for the Vikings in Scandinavia regarding their beliefs.. I can identify similarities between Vikings and Ancient Greece.		I know who was in charge during the Viking period and why they were important.(King Cnut)
	<b>Act ivit y</b>		Discuss chronology. Create a giant timeline with the class on paper or washing line. Where would key periods in history be placed?		Children to research and label a Viking home. What jobs did people do? Comparison to Ancient Greek homes. Discuss	Children to research Viking beliefs. Children to act out a Viking saga. How do the Viking gods compare to the Ancient Greek ones?		Children to use image of Cnut to write down who they think he was and why he was important. Children to research him and record findings.

Topic:

Year group:

			Children to also place the year of their birth, year of teacher's birth, Vikings and Ancient Greece on the timeline.		what is different and why.			Were they correct?
<b>S c i e n c e</b>	<b>Q u e s t i o n</b>	What is friction?	What are the effects of friction on travel? How do different surfaces affect this?	What is gravity?	What is air resistance?	Which objects float and sink? Why?	How can we make objects float better?	Who was Isaac Newton?
	<b>S k i l l s</b>	I can ask relevant scientific questions.	I can make scientific predictions. I can make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	I can ask relevant scientific questions.	I can make increasingly careful observations, identifying similarities, differences and changes, and making simple connections. .	I can gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.	I can make scientific predictions. I can make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	I can ask questions about the world around me.

Topic:

Year group:

	<b>Knowledge</b>	I know what friction is and can explain what is happening when friction occurs.	I know that friction is a force and can describe the effect of friction on travel.	I know that gravity is a force that pulls objects down to the centre of the Earth.	I know that air resistance is a type of friction between air and another material.	I know there are two forces acting on something in the water; its weight and its upthrust.	I know why an object will float in the water and how to improve its buoyancy.	I know why Sir Isaac Newton was an important individual.
	<b>Activity</b>	Watch videos of friction in action. <a href="https://www.bbc.co.uk/bitesize/clip/s/zcx76sg">https://www.bbc.co.uk/bitesize/clip/s/zcx76sg</a> Complete thought bubble - what is happening in the video? Discuss as a class what they think is happening. Children to slide on the floor, rub hands, etc to experiment with friction (take photos) <a href="https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxqrdxs">https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxqrdxs</a>	Children to investigate different surfaces using a toy car. Car to travel down slope of material (same height each time) Children record time it takes. Children to make predictions and record their observations.	Identify misconceptions of gravity. Ask children to write answers on post-it notes. Discuss what gravity is and re-visit questions. Present on class poster.	Experiment whether different shapes of paper have different air resistance using different folds <a href="https://littlebinsforlittlehands.com/air-resistance-stem-activity-air-foils/">https://littlebinsforlittlehands.com/air-resistance-stem-activity-air-foils/</a>	Experiment with different materials. Predict if they will float or sink. Explanation of why this happens using scientific vocabulary.	Mould plasticine to create a buoyant object. How can it be prevented from sinking. Children to record predictions and observations.	Study on Newton presented in a factfile/poster

Topic:

Year group:

<b>G e o g r a p h y</b>	<b>Qu esti on</b>	Where did the Vikings originate?		What was it like in the Viking homelands?  What were the challenges of living there?			Why was trade important for the Vikings?	
	<b>Sk ills</b>	I can use an atlas, maps and keys I can identify the Viking homelands I can identify countries in Europe and America where  and		I can use maps to identify geographical features  I can research weather and climate of distant places  I can explain how the Vikings' way of life was shaped by their environment			I can talk about how Vikings used resources to develop trade. I can show Viking trade routes on a map.	
	<b>Kn ow le dge</b>	I know where the Viking lands were, and where they settled		I know that the Viking lands were cold and difficult to farm I know that Vikings lived mainly on the coast and depended on the sea			I know that trade was an important aspect of Viking life. I know that trade can be unfair, based on natural resources.	

Topic:

Year group:

	<b>Act ivity</b>	Identify Denmark, Norway and Sweden on map. Locate these countries on different maps. Identify modern capitals. Answer questions re location Look at map with Viking settlement areas and identify which countries were settled.		Research climate of Viking lands, and compare to UK Find out some ways that Vikings survived in challenging environment (fishing, hunting, developing ship building)			Trading game.  Map activity showing goods traded in different areas.	
R E M Y S E L F	<b>Qu esti on</b>	<b>Who</b> are inspirational leaders from modern day religion?	How are leaders' sources of wisdom?	How are leaders' sources of wisdom?	Who are our leaders?	What challenges do religious leaders face?	What is commitment?	How do I think leaders provide wisdom and inspiration?
	<b>Skil ls</b>	I can identify what an inspirational person is. I can research leaders in religion.	I can explain the wisdom leaders provide to their followers.	I can use a variety of different sources to find facts and present them. I can explain the wisdom leaders provide to their followers.	I can discuss who leads me. I can describe how people inspire me.	I can describe events from factual information. I can compare factual information.	I can use evidence to support my view.	I can express my views and respect the views of others.

Topic:

Year group:

	<b>Knowledge</b>	I know the names of some religious leaders. I know how leaders inspire their followers.	I know who is a leader and how they provide wisdom and inspiration.	I know who is a leader and how they provide wisdom and inspiration.	I know who is a leader and how they provide wisdom and inspiration to me.	I know the names of leaders of different religions (Priest, Imam, Rabbis) I know what challenges leaders of religion face.	I know what it means to be committed. I know examples that demonstrate commitment.	I know how leaders provide wisdom to their followers.
	<b>Activity</b>	Children to have information on religious leaders (Pope, Gandhi and Dalai Lama) Explore religious beliefs and impact on others and discuss.	Children to find out more about the leaders of different religions.	Tell the pupils the story of 'Moses leads Gods people to freedom (this can be scene set) <b>P4C</b> How did Moses provide leadership and wisdom?	Children to make a list of what makes a good leader to them and rank in importance. Children to consider leaders in the local community.	Children to watch recent news reports on decline in followers of religion today – how has this changed? Why has this changed?	In groups children are to share examples of commitment. Children to answer the question 'What is commitment?' and present in a poster.	In groups – children are to be given an image of 'a leader' from different places (not all religious) and are to list how they have impact on others.
<b>P S H E</b>	<b>Question</b>	<b>(Being me in my world)</b> How are we part of a class team?	What is a school citizen?	What is meant by democracy?	How are rewards and consequences fair?	Can we make decisions as a group?	Do we have to be the loudest to have a voice?	What makes people behave in certain ways?
	<b>Skills</b>	I can describe what a team is. I can explain how a group works as a team and has different roles.	I can identify areas of the Whitehill Way.	I can describe what is meant by democracy. I can explain why democracy is fair.	I can explain what a reward is. I can identify consequences that are given as a result of behaviour.	I can identify what the task is. I can discuss and decide the roles of a group.	I can explain what it means to give an opinion.	I can identify people's behaviours. I can use a range of sources to share my view on.

Topic:

Year group:

	<b>Knowledge</b>	I know what makes good team work. I know the roles of others in a team.	I know what a role model is. I know the message of the Whitehill Way.	I know what the word democracy means. I know how democracy works to rule countries. I know how democracy helps to run a school.	I know why rewards and consequences are given. I know what some rewards and consequences are.	I know how to decide what a task is. I know the qualities of others to give them roles. I know how to successfully work as team to complete a challenge.	I know that people have different qualities. I know that everyone can share their view in different ways. I know that everyone's view is important.	I know what good and poor behaviour looks like. I know what can make people choose a behaviour.
	<b>Activity</b>	Children are to list their qualities on a jigsaw piece. Use to make a display as to how their qualities make our team.	Children to choose an aspect of the Whitehill way to make a poster about.	<a href="https://www.bbc.co.uk/newsround/30880972">https://www.bbc.co.uk/newsround/30880972</a> Watch film on how democracy runs the UK. How does our school council work in the same way? Discussion.	Show children some actions. What do you think is the result of the action? Is it positive or negative?	Give children a task that they need to understand as a group and then give roles to solve as team. Who is successful and why? What were the barriers?	DEBATE Children to be given some topic to debate. How can we all share our views? Do some people like to share in different ways? Can we all be heard?	Provide children with some case studies of events and behaviours. Is the behaviour a result of what has happened? Could the reaction be better?
<b>C o m p u t i n g</b>	<b>Question</b>							
	<b>Skills</b>							

Topic:

Year group:

	Knowledge							
	Activity							
Art	Question	<p>What is the effect of using different types of pencil?</p> <p><a href="https://www.youtube.com/watch?v=iijhNQyF-gg">https://www.youtube.com/watch?v=iijhNQyF-gg</a></p>	<p>How can shading and light make a shadow effect?</p>	<p>What are primary and secondary colours? What colours can be mixed to make new ones?</p>	<p>What difference does it make to use a different size brush when painting?</p>	<p>What is a watercolour wash?</p>	<p>How can tone and texture be used to create an image?</p>	<p>How can I use the brush techniques I have learnt to create an image?</p>
	Skills	<p>I can use different grades of pencil to show line, tone and texture.</p> <p><b>DRAWING</b></p>	<p>I can use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</p> <p><b>DRAWING</b></p>	<p>I can mix colours effectively using powder paint.</p> <p><b>PAINTING</b></p>	<p>I can use a number of brush techniques using thick and thin brushes to produce shapes.</p> <p><b>PAINTING</b></p>	<p>I can use watercolour paint to produce washes for backgrounds then add detail. Create mood with colour.</p> <p><b>PAINTING</b></p>	<p>I can use different grades of pencil to show line, tone and texture. Use layering and shading to show light and shade.</p> <p><b>DRAWING</b></p>	<p>I can use a number of brush techniques using thick and thin brushes to produce shapes and textures.</p> <p><b>PAINTING</b></p>
	Knowledge	<p>I know that different types of pencil create different tones.</p>	<p>I know how to create layers with a pencil to create dark and light.</p>	<p>I know primary and secondary colours. I know how to mix colours to make new ones.</p>	<p>I know that I can choose a different brush to have a different effect.</p>	<p>I know that watercolour paint can blend together to make a background.</p>	<p>I know that different types of pencil create different tones. I know how to manipulate pencils of different grading.</p>	<p>I know that I can choose a different brush to have a different effect.</p>



Topic:

Year group:

	<b>Activity</b>	Take your pencil for a walk. Children to follow a story mark making on paper without lifting pencil. Can this be changed with different grades of pencil?	Children to have an image with light and dark areas to replicate (eg.leaf)	Children to use powder paint to mix different colours. Some children to make different tones of the same colour. Activity linked to primary, secondary and tertiary. Children to think about complimentary colours.	To use 'A bigger splash' by David Hockney. How is the splash created? Children to use thick and thin brushes to create different effects.	Use examples of Claude Monet paintings to demonstrate a wash for backgrounds. Provide children with a image to create a wash background for that would suit. ( background for Viking long ship)	Children to begin to draw the Viking longboat using skills from prior lessons and demonstrating the use of light and shade.	Children to combine skills to complete image of Viking longboat on a watercolour wash background.
<b>Design</b>	<b>Question</b>							
	<b>Skills</b>							
	<b>Knowledge</b>							
	<b>Activity</b>							

Topic:

Year group:

<b>M F L</b>	<b>Qu esti on</b>							
	<b>Ski lls</b>							
	<b>Kno wle dge</b>							
	<b>Act ivit y</b>							
<b>M u s i c</b>	<b>Qu esti on</b>							
	<b>Ski lls</b>							
	<b>Kno wle dge</b>							
	<b>Act ivit y</b>							

Topic:

Year group:

<b>P E</b>	<b>Qu esti on</b>							
	<b>Ski lls</b>							
	<b>Kno wle dge</b>	Not bold						
	<b>Act ivit y</b>							

Topic: Who were the Vikings? The Science of Sound

Year group: 3/4

Term: Autumn 20		Week 1 2.11.20	Week 2 9.11.20	Week 3 16.11.20	Week 4 23.11.20	Week 5 30.11.20	Week 6 7.12.20	Week 7 14.12.20
<b>H i s t o r y</b>	<b>Qu esti on</b>		Remembrance week			What conflicts happened in the Viking period and why?	Is it fair that we call the Vikings 'vicious'?	Who was Leaf Eriksson and why was he important ?
	<b>Sk ills</b>					I can use a wide variety of different sources to find out facts and present them in a variety of different ways.	I can use a wide variety of different sources to find out facts and present them in a variety of different ways.	I can communicate about historical events and significant people from the past and begin to present them in different ways.
	<b>Kno wle dge</b>					I know about the conflicts and invasions during the Viking period. I can describe the impact of Viking invasions on Britain.	I know that the Vikings invaded parts of Britain. I know what the term 'invade' and 'settle' mean.	I know who Leaf Eriksson was and the impact he had on history.
	<b>Act ivit y</b>					Children to learn about Lindisfarne. Understand this is the first Viking raid in Britain. Place on a timeline. Recap chronology. What other events from the Viking period can they place on the timeline?	Children to use their knowledge of the Vikings. How are they portrayed through the different sources.	Research Leaf Eriksson. Compare him to Erik the Red and King Cnut. Also compare to Alexander the Great. Children design a poster.

Topic: Who were the Vikings? The Science of Sound

Year group: 3/4

<b>S c i e n c e</b>	<b>Qu esti on</b>	How are sounds made? What are vibrations?	What is volume? How do we make sounds louder/quieter?	What is pitch? How can we alter the pitch?	How does sound travel? What are sound waves?	How do we hear? How do our ears work?	What happens when some people can't hear?	Who was Alexander Graham Bell?
	<b>Sk ills</b>	I can ask scientific questions.	I can make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	I can ask scientific questions. I can make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	I can ask scientific questions. I can make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	I can make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.	I can ask questions about the world around me.	I can ask questions about the world around me and explain that they can be answered in different ways.
	<b>Kn ow le dge</b>	I know how sounds are made, associating some of them with something vibrating. I know that sounds are made for different purposes, e.g. alarms, music, communication, entertainment	I know what volume is and can find a pattern between the volume of a sound and the strength of vibrations that produce it.	I know what the pitch of a sound is and can explore ways to change the pitch of a sound.	I know that sound waves from a sound source travel through a medium such as air or water to the ear.	I know how we hear sounds and can describe how our ears work.	I know that some people cannot hear and that simple technology can help us hear (such as hearing aids and vibration alerts) (prior learning - hearing difficulties) (pshe link - everyone is different)	I know who Alexander Graham Bell was and why he was significant.

	<b>Act ivit y</b>	Listen to sounds around the classroom. Listen to music playing. Write down children's initial thoughts.		Children to experiment with water in glasses. How can they change the pitch?	Children to carry out string telephone investigation. How does sound travel? What happens when the children are further away?	Label a diagram of the ear.	Research hearing aids for the deaf.	Report on Alexander Graham Bell.
<b>G e o g r a p h y</b>	<b>Qu esti on</b>	Why did Vikings leave their homelands?  Why do people migrate?		What kind of places did Vikings settle in? Why?	What are some of the different ways land is used in settlements?			
	<b>Sk il ls</b>	I can describe geographical similarities and differences between the Viking homelands and the places they settled. I can explain some reasons why Vikings invaded and settled in other countries		I can talk about what people need to create a settlement	I can identify how land is used in settlements			
	<b>Kn ow le dge</b>	I know some reasons why people leave their		I know that people settle in places where	I know that land is used in different ways in settlements			

		homelands to settle elsewhere.		different needs can be met				
	<b>Activity</b>	Drama/ role play - explain reasons why you left Viking lands.  List of reasons - explicitly compare to modern migration.		List what Vikings needed from a settlement site	Create your own settlement and make a map.			
<b>R E c e l e b r a t i o n s</b>	<b>Question</b>	How do Christians celebrate?	Is Christmas celebrated in the same way everywhere?	Why do only some people celebrate religious festivals?	Why do Christians see God as a creator?	What does the Bible tell us about creation?	Why is commitment difficult for a Christian?	How are science and religion different?
	<b>Skills</b>	I can describe how and what Christians celebrate including Christmas, Easter and Pentecost.	I can compare cultural traditions and celebrations.	I can reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all.	I can describe and understand links between Bible stories of creation and Christian beliefs about God as the creator.	I can describe and understand links between Bible stories of creation and Christian beliefs about God as the creator.	I can explain what is meant by commitment. I can describe the difficulties people of faith can face.	I can compare and contrast views of science with religion.
	<b>Knowledge</b>	I know the religious meaning behind Christian celebrations. I know the tradition behind Christian celebration.	I know that Christianity is a worldwide religion where celebrations are influenced by local culture.	I know the difference between practising Christians and their views and the cultural traditions involved.	I know why Christians call God a creator.	I know the story of Creation from the Christian Bible.	I know what commitment means.	I know the scientific theory of how the world began.

Topic: Who were the Vikings? The Science of Sound

Year group: 3/4

	<b>Activity</b>	<a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-KS2-christmas/z4xcjhv">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-KS2-christmas/z4xcjhv</a> Children watch film and discuss traditions of Christmas. Children should be aware of Pentecost and Easter. Information to be put on egg or tree about festivals.	Read the traditional Russian story of Babushka - how is this different to our local way of celebrating? Complete a table to compare and contrast.	<b>P4C.</b> Is Christmas for Christians or everyone today?	<a href="https://www.bbc.co.uk/bitesize/clip/s/ztmpvcw">https://www.bbc.co.uk/bitesize/clip/s/ztmpvcw</a> How do we think God created the world? Are there any physical features that could only be made by a creator?	Children in 7 groups and given one of the days of creation to describe. Play some examples of creation songs to children - 'He's got the whole world in his hands'	Link to previous session on why only some people celebrate festivals - what are the reasons some people of religion cannot commit?	Explain the Big Bang Theory. Can we understand why some people might believe this? Could this disprove the religious theories?
<b>P S H E</b>	<b>Question</b>	<b>(Celebrating difference)</b> Should we judge a book by its cover?	It is ok to judge someone by their appearance?	Do I know how to accept people for who they are?	What is peer pressure?	What makes a bully?	What would life be like if everyone was the same?	How do we make a good first impression?
	<b>Skills</b>	I can describe and interpret a phrase. I can empathise with how someone feels.	I can share my opinion. I can explain my view.	I can share my opinion. I can explain my view.	I can explain how someone can influence others. I can discuss and record my thoughts.	I can list character traits.	I can share my views and opinions.	I can design an informative poster.
	<b>Knowledge</b>	I know what it means to judge someone.	I know how being judgemental can make others feel.	I know what is meant by tolerance. I know the positives of diversity.	I know how people can be influenced by others. I know the consequences of	I know that bullying means something happens on more than one occasion.	I know that we live in a diverse society. I know people are of different	I know what is meant by a first impression.



			I know mistakes can be made by judging quickly.		having pressure put on you.	I know what characteristics a person might have to bully someone else.	religions and cultures.	
	<b>Activity</b>	Children are given case studies and are to share their opinion on how people are treated.	Show children the image of the BFG. If you were just to look at him what would you think? What happens when you learn about him? Read the poem 'Don't laugh at me' What are our thoughts?	Talk about how people can be different to each other. Why is it important to accept and tolerate each other? What happens when we don't?	Children to be given qualities of a friend to put into 'good' and 'bad' Look at the bad features - how could this be pressure on you?	<a href="https://www.literacyshed.com/anti-bullying-shed.html">https://www.literacyshed.com/anti-bullying-shed.html</a> What is bullying? What does it mean to bully someone? How would a bullied person feel? Why do people bully?	Use Benjamin Franklin quote - what is meant by this? How would you feel if you were the same as everyone else in the room?	Each child to write something complimentary about another. Children to open their compliment. Children to make a poster to explain how you make a good first impression.
<b>C o m p u t i n g</b>	<b>Question</b>				What is technology? How is it used? What is cyber bullying?	What is a search engine and do I use it?	What is an online profile and how can I make it safe?	
	<b>Skills</b>				I can act appropriately when something worrying or unexpected happens online and report concerns to an adult. I can make positive comments online.	I can use a search engine accurately	I can create a safe online profile.	

	<b>Knowledge</b>				I know what cyber bullying is.	I know what a search engine is. I know how to use Kiddle.	I know why it is dangerous to share certain information.	
	<b>Activity</b>				Children discuss what cyber bullying is. Look at different scenarios and identify if it is cyber bullying. <a href="https://www.bbc.co.uk/newsround/26136189">https://www.bbc.co.uk/newsround/26136189</a>	Children to be given a question to find the answer to. <a href="https://www.bbc.co.uk/bitesize/clips/zspbcdm">https://www.bbc.co.uk/bitesize/clips/zspbcdm</a>	Children to look at a profile and highlight the parts that should stay private.	
<b>Art</b>	<b>Question</b>	What shapes can I make using a variety of shapes? Can I make a net that forms a 3D shape? <a href="https://www.bbc.co.uk/bitesize/topics/zt7xk2p/articles/z247tv4">https://www.bbc.co.uk/bitesize/topics/zt7xk2p/articles/z247tv4</a>	How can I include texture in a structure?	How can I include texture in a structure?	What tools can be used to mould and shape clay? What shapes can I make? <a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-making-sculptures-dry-materials-clay/zd28qp3">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-making-sculptures-dry-materials-clay/zd28qp3</a>	How can the shapes I create with clay come together to make a sculpture?	How can a clay model keep its shape and structure? <a href="http://downloads.bbc.co.uk/schools/primaryhistory/worksheets/vikings/rune_stones.pdf">http://downloads.bbc.co.uk/schools/primaryhistory/worksheets/vikings/rune_stones.pdf</a>  <a href="https://www.youtube.com/watch?v=wOcvy5dvwjs">https://www.youtube.com/watch?v=wOcvy5dvwjs</a>	
	<b>Skills</b>	I can create and combine shapes to create recognisable forms.	I can create and combine shapes to create recognisable	I can create and combine shapes to create recognisable	I can mould, shape and carve clay, adding materials to	I can mould, shape and carve clay, adding materials to	I can mould, shape and carve clay, adding materials to	

Topic: Who were the Vikings? The Science of Sound

Year group: 3/4

			<i>forms include textures</i>	<i>forms include textures</i>	provide interesting detail.	provide interesting detail.	provide interesting detail.	
	<b>Knowledge</b>	I know how to bring a range of shapes together to make an image. I know how a net forms a 3D shape.	I know how to create texture in a sculpture.	I know how to create texture in a sculpture.	I know what tools to choose to mould and shape clay.	I know the different shapes I can create with clay and how they can work together.	I know how to create shapes from clay and how they can hold together.	
	<b>Activity</b>	Children to use 2D shapes to create images (paired) Children to draw and create 3D shapes using nets.	Children to create a sculpture using a variety of materials.	Children to create a sculpture using a variety of materials.	Making viking long ship heads.	Making viking long ship heads.	Making Viking runestones.	Making Viking runestones.
<b>Design</b>	<b>Question</b>	Can we weave with paper?			Can we use our weaving skills to create textile weavings?	What can we add to our weavings?		Can we design and make a Christmas gift box?
	<b>Skills</b>	Learn the under/over technique of weaving			I can use a card loom and wools to build up a simple weaving	I can add beads, tassels etc to accessorize my weaving		I can design my idea and improve it.
	<b>Knowledge</b>	I know that textiles throughout history have been made by weaving.			I know the Vikings used looms and weaving techniques to make textiles	I know how to add details to my weaving.		I can join materials using tape and glue. I can measure, cut and fold accurately.

	<b>Activity</b>	Use topic related pictures. Choose contrasting images. Cut strips and slots and practise the under/over technique of weaving.			Use small card looms and a range of coloured wools to make small weavings. Choose colours to follow chosen theme (seashore, forest, autumn etc)	Finish off weavings with beads, decorative buttons, tassels etc		Design/make a Christmas gift box
<b>MFL</b>	<b>Question</b>		How do you say farewell?	How old are you?	How do you say classroom instructions in French?	What are the colours in French?	How do you greet someone in French?	How do you say Happy Christmas in French. How does France celebrate Christmas?
	<b>Skills</b>		I can watch the mouth of the speaker.	I can watch the mouth of the speaker.	I can listen to and follow.	I can recognise and respond to sound patterns and words.	I can imitate pronunciation.	I can imitate pronunciation.
	<b>Knowledge</b>		I know how to imitate. I know the different ways to say farewell in French.	I know how to imitate. I know how to say 1-10 in French. I know how to say how old I am in French.	I know how to imitate. I know what some instructions are in French.	I know how to identify specific sounds, phonemes and words, linking sounds to meanings <b>PRACTICAL,</b>	I know how to recognise different language conventions to express politeness.	I know how to wish someone a Happy Christmas in another language.
	<b>Activity</b>		Dice activity. Children say the farewell that	Children given birthday cards and say how old they are.	Children to follow classroom instructions.	Colour an image following instructions given in French.	Children to greet classmates (practical lesson).	Children to learn about the French Christmas and

Topic: Who were the Vikings? The Science of Sound

Year group: 3/4

			relates to the number rolled.		Verbal and written.			wish one another Happy Christmas.
<b>M u s i c</b>	<b>Qu esti on</b>							
	<b>Sk i lls</b>							
	<b>Kno wle dge</b>							
	<b>Act ivit y</b>							
<b>P E</b>	<b>Qu esti on</b>							
	<b>Sk i lls</b>							
	<b>Kno wle dge</b>	Not bold						

Topic: Who were the Vikings? The Science of Sound

Year group: 3/4

	<b>Act ivit y</b>							
--	---------------------------	--	--	--	--	--	--	--