

**Topic: History enquiry - What did the Vikings want and how did Alfred help to stop them getting it?**

- This investigation aims to help the children distinguish facts from myth, folklore and legend in relation to the people commonly referred to as 'the Vikings', but who never shared or would have recognised that collective identity.
- The investigation ends with an evaluation of the life and achievements of King Alfred the Great - the only English monarch to be granted the epithet 'Great'.

Application of skills & processes:

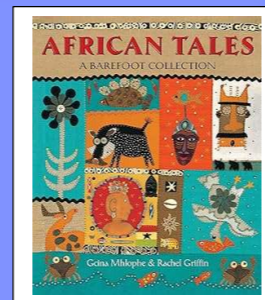
Recognise	Identify	Describe	Empathise	Synthesise	Explain	Apply
Observe	Select	Categorise	Evaluate	Reach informed conclusions		Hypothesise
Classify	Sequence	Compare & contrast		Make reasoned judgements.		Justify
Recall	Summarise	Reason/speculate		Demonstrate understanding		Critique

**Literacy:**

**Fiction (Stories from other cultures)**

Text: *African Tales* by R. Griffin and G. Mhlophe

Activity: learning more about the continent of Africa, immersion in African stories and extending to tales from other countries; recognising common features, themes and structures of African tales and traditional stories; participating in conversations and performing their own stories; writing their own traditional African tale.



**Numeracy**

**Decimals**

- Tenth as a fraction
- Dividing by 10
- Hundredths as a fraction
- Hundreds and tenths as decimals
- Hundredth on a place value chart

**Money**

- Write money as a decimal
- Convert between pounds and pence
- Compare Money
- Estimate with money
- Calculate with money

**Numeracy - Reasoning**

Reasoning deepens mathematical learning; it creates a mastery approach to learning. This term we will start to build up reasoning and problem-solving during learning. Using this approach in APE tasks (Answer, Prove and Explain).

Developing pictorial, concrete and abstract learning. Starting to visualise their mathematical problems to find a solution quickly and accurately.

Drawing on prior knowledge towards new math problems.

**SPaG -**

Conjunctions, adverbs and prepositions to express time, place and cause

Identifying and using adverbials, including fronted adverbials

Commas in lists and to separate clauses

Punctuating direct speech

**Computing:**

**Creating Media: Photo Editing**

- Changing digital images
- Recolouring
- Cloning
- Combining
- Creating
- Evaluating

**Science**

**Living Things and Their Habitat**

- Grouping living things
- Suggest how to have a positive effect on the local environment.
- Recognise that environments can change
- Recognise that changes in the environment can sometimes pose dangers to living things

**Languages: Spanish - Languagenut**

**Weather**

- What is the weather like?
- Temperature
- Dressing for the weather
- Weather reports
- Extreme weather

**DT:**

Links and Levers: Interactive Books

- Reverse motion
- Push/pull
- Bell cranks & lazy tongs
- Research into links and levers in real life
- Creating an interactive book

**R.E: -**

Why are festivals important to religious communities? (Christians, Hindus, Muslims & Jewish people)

**Physical Education**

**Tennis -**

Understanding equipment; correct grip; the ready position; hitting ball with control; controlling the direction of the ball.

**Athletics -**

Develop running, jumping, throwing and relay techniques.

**Music**

Exploring rhythmic patterns

Melody Builders:

Pitch, notation and performance