

## Smashing Saxons

### Learning Journey Showcase

Our learning journey showcase will be an opportunity to share how Year 4 explored the invasion of the Anglo Saxons through their recounts and newspaper reports. The children will do this by sharing their information of why the Saxons settled and how they made an impact on Great Britain. The children will also present a gallery of stain glass windows, designed and made by them using mixed media. We hope after this showcase, Year 4 will have a solid understanding of how life have developed and changed over time.

The main Class Texts and Poems for this theme are:

#### Fiction:

- The King who Threw Away his Throne by Terry Deary
- Beowulf

#### Non Fiction:

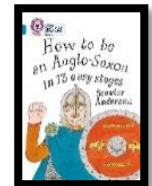
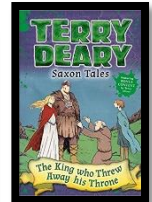
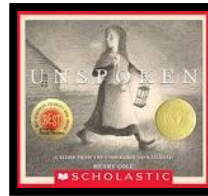
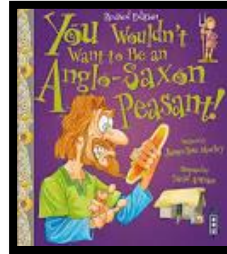
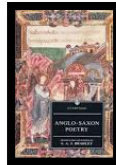
- How to be an Anglo-Saxon in 13 easy steps by Scoular Anderson
- Alfred the Great and the Anglo-Saxons by David Gill
- Men, Women and Children in Anglo-Saxon Times by Jane Bingham
- You wouldn't want to be an Anglo-Saxon Peasant! by Jacqueline Morley & David Antram

#### Poem:

- Anglo-Saxon Poetry

#### Picture Book:

- Unspoken: A Story from the Underground Railroad by Henry Cole



### During this theme we will develop as

#### Mathematicians

As mathematicians, the children will focus on:

- Reasoning with large numbers
- Addition and subtraction
- Multiplication and division
- Discrete and continuous data

We follow the Mathematics Mastery scheme of learning.

#### Speakers, readers and writers

During the Autumn term, we will write:

- Diary Entries
- Instructions
- Poetry
- Recount
- Newspaper
- Narrative – myths and legends

We follow the SpellingShed scheme of learning to develop our spelling knowledge and understanding.

#### Scientists

As scientists, the children will learn about;

- States of Matter
- Living Things and their Habitats

#### Geographers

AS geographers, the children will find compare and learn about:

- weather and climate
- Biomes found around the world
- Animals and vegetation found in different biomes

<p><b>Theologians (RE)</b></p> <p>As theologians, the children will discuss:</p> <ul style="list-style-type: none"> <li>• Why is the Bible important for Christians today</li> <li>• Why Jesus is inspiring to some people?</li> </ul> <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE</p>	<p><b>Historians</b></p> <p>As historians, the children will go back in time to find out about:</p> <ul style="list-style-type: none"> <li>• the Anglo-Saxons</li> <li>• who were the Anglo-Saxons and what impact did they have on Britain?</li> <li>• why and where did they settle?</li> </ul>
<p><b>Linguists</b></p> <p>As French linguists, the children will cover the following units:</p> <ul style="list-style-type: none"> <li>• Play Time (D) - (<i>Autumn 1</i>)</li> <li>• My Home (E) - (<i>Autumn 2</i>)</li> </ul> <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages.</p>	<p><b>Citizens (PSHE)</b></p> <p>The children will begin by looking at the units 'Being Me in My World' and 'Celebrating Difference'. During these units we will think about:</p> <ul style="list-style-type: none"> <li>• being part of a class team</li> <li>• being a school citizen</li> <li>• rights, responsibilities and</li> <li>• democracy (school council)</li> <li>• rewards and consequences</li> <li>• group decision-making</li> </ul> <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE.</p> <p>This is not a statutory subject and schools have the flexibility to decide on their own content, based on their context.</p>
<p><b>Artists</b></p> <p>As artists, the children will be focusing on:</p> <ul style="list-style-type: none"> <li>• collage</li> <li>• historical stain glass windows</li> <li>• layering materials</li> <li>• Use complimentary and contrasting colours for effect giving reasons why.</li> <li>• Confidently use a variety of techniques; overlapping, tessellation, mosaic and montage and explain why this technique was chosen.</li> <li>• Refine work to ensure precision.</li> </ul>	<p><b>Designers (D&amp;T)</b></p> <p>As designers, the children will make a shell structure to store trinkets:</p> <ul style="list-style-type: none"> <li>• Researching existing products</li> <li>• Designing our own products</li> <li>• Making their products using a range of tools, materials and equipment</li> <li>• Sharing and evaluating their products</li> </ul>
<p><b>Musicians</b></p> <p>As musicians, the children will listen to a range of songs, sing and play instruments.</p> <p>We will focus on the following units:</p> <ul style="list-style-type: none"> <li>• Mamma Mia – 70s pop style</li> <li>• Blown Away Recorder Book 1</li> </ul> <p>We follow the <u>Charanga</u> scheme of learning for music.</p>	<p><b>Users of technology (Computing)</b></p> <p>As users of technology, the children will learn about:</p> <ul style="list-style-type: none"> <li>• online safety &amp; exploring Purple Mash</li> <li>• coding</li> <li>• spreadsheets</li> </ul> <p>We follow the <u>Purple Mash</u> scheme of learning for computing.</p>

**Sports people**

As athletes, the children will focus upon Strike, Net and Field Games in Autumn 1. Our unit is called Returning. We will learn to:

- Develop reaction time and agility.
- Explore backhand hitting.
- Attempt overhand serve.
- Develop knowledge of returning and rallying.
- Attempt to 'Spike'.

End Of Unit Celebration Event: Class Competition.

For Autumn 2 we will focus upon Invasion Games. Our unit is called Passing and Moving. We will learn to:

- Understand the importance of warming up and cooling down.
- Make 90 degree and 180 degree turns
- Attempt the Dummy dodging technique
- Develop interception techniques
- How attacking players can lose defenders
- Change pace based upon the situation

End of Unit Celebration Event: Class Match.

We follow the IPEP scheme of learning for PE.

**Spiritual, Moral, Social and Cultural (SMSC) citizens**

The children will focus on:

- how to be a good British Citizen
- our cultural
- our historical past
- being part of a class team
- being a school citizen
- rights, responsibilities and democracy (school council)
- rewards and consequences
- group decision-making
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We follow the JIGSAW scheme of learning for PSHE, which incorporates SMSC.

Some subjects do not link directly to the theme and will therefore be taught discretely.

To develop the children's understanding of the theme we will hold **an Anglo Saxon Day**

Key dates and school events that link to this theme include **an Anglo Saxon Day**

These are just some of the areas which we will cover when we explore the theme; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.

If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.