

### Smashing Saxons

The main Class Texts and Poems for this theme are:

**Fiction:**

- The King who Threw Away his Throne by Terry Deary
- The Lion's Den (Kevin Crossley Holland) (*In the Book Short! By Kevin Crossley Holland*)
- Iron Man (Ted Hughes)

**Non Fiction:**

- How to be an Anglo-Saxon in 13 easy steps by Scoular Anderson

**Poem:**

- Roald Dahls Revolting Rhymes (Roald Dahl)

**Plays:**

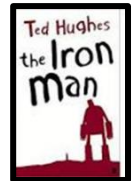
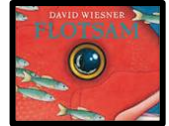
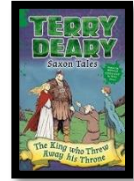
- Choose me (Pearson)

**Picture Book:**

- Flotsam (David Weisner)

**Additional cross curricular texts linked to theme**

- Beowulf
- 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



#### 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:

- Character/setting description
- Diary
- Letter
- Free Verse Poem
- Short narrative (5 part)
- Biography
- Non-chronological report
- Narrative Poem

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

#### Theologians (RE)

As theologians, the children will discuss:

- Why is the Bible important for Christians today?
- Why Jesus is inspiring to some people?

We will follow the Doncaster Agreed syllabus for RE

#### Historians

As historians, the children will go back in time to find out about:

- the Anglo-Saxons
- who were the Anglo-Saxons and what impact did they have on Britain?

	<ul style="list-style-type: none"> <li>• why and where did they settle?</li> </ul>
<p><u><b>Linguists</b></u></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 CGP scheme of learning for Modern Foreign Languages.</p>	<p><u><b>Citizens</b></u> (PSHE)</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><u><b>Artists</b></u></p> <p>As artists, the children will collage a stained glass window by:</p> <ul style="list-style-type: none"> <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><u><b>Designers</b></u> (D&amp;T)</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><u><b>Musicians</b></u></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>• Glockenspiel Stage 2</li> <li>• The children will be taught recorder alongside their other units</li> </ul> <p>We follow the <u>Charanga</u> scheme of learning for music.</p>	<p><u><b>Users of technology</b></u> (Computing)</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.

For Autumn 2 we will focus upon Dance. Our unit is called Hakka.

We follow the IPEP and KIXX 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

We follow the JIGSAW scheme of learning for PSHE, which incorporates SMSC.

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.