

**English:** This term, we explored the Viking world through Riddle of the Runes. We developed historical fiction writing skills by describing characters and settings, creating dialogue, and using clues to make predictions. Along the way, we practised using rich language features and investigated runes, mapped crime scenes, and wrote instructions and persuasive letters in role as Viking characters. We are also preparing a class assembly, a mini Viking play! We will practise drama techniques, rehearse scripts, and bring our characters to life on stage.

**Continuing the learning at home:** see separate sheet.

**History:** This unit will teach your class about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system, compare, and contrast crimes, punishments and laws with their modern day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.

**PE: Netball:** Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. **Dance:** Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.

**Computing:** This term, we are learning about Programming A - Sequencing Sounds, using Scratch to create sequences and design a virtual piano. We'll also explore Branching Databases, sorting objects with yes/no questions and building identification tools for real world use.

**Science:** We are learning about fossils, discovering how they form over thousands of years and what they reveal about living things from the past. We are also investigating soils, finding out about different types, what they are made of, and why they are so important for plants, animals, and humans. Later this term, we will study light, learning how we see, the role of the Sun, and how shadows are formed. Throughout, we will carry out practical experiments, ask scientific questions, and develop our skills in planning, investigating, and evaluating results.

**Art:** This 'British Art' unit will teach your class how to use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.

## Sapling Class Curriculum Map Spring Term Project Title: The Vikings

**French:** As linguists, we will be practising our language patterns to be able to use conversational vocabulary and speech through games, songs and role-play.

**RE: S1:** children will have the chance to hear the story of Rama and Sita, find out why divas are lit at Diwali, how Hindu families celebrate Diwali, and much more.  
**S2:** Children will learn about Passover, Sukkot, Purim, Hanukkah, and Rosh Hashanah, and how each of these festivals reveals and explains Jewish beliefs and teachings.

**DT:** Children will have the chance to explore moving parts in a variety of storybooks and learn how to recreate some of these moving parts using a variety of tools and techniques before investigating different types of fonts and graphics. Children will put all the skills they have learned together in a final project to design, create and evaluate their own moving storybooks.

**Maths:** The children will learn the following in spring term.

**Y3:** Multiply 2 digit by 1 digit; Divide 2 digits by 1 digit; Scaling; How many ways? ; Measure lengths ; Equivalent lengths- m, cm & mm; Compare lengths ; Measure perimeter ; Calculate perimeter; Add lengths; Subtract lengths; unit and non-unit fractions; making the whole; Fractions on a number line; equivalent fractions; fractions of an amount; add and subtract fractions; compare and order fractions.

**Y4:** Written methods; Multiply 2 digit by 1 digit ; Multiply 3 digit by 1 digit ; Divide 2 digits by 1 digit; Divide 3 digits by 1 digit; Correspondence problems; Kilometres; Perimeter on a grid; Perimeter of a rectangle ; Perimeter of rectilinear shapes; What is area? ; Counting squares; Making shapes; Comparing areas; What is a fraction? Fractions greater than 1; Count in fractions; equivalent fractions; calculate fractions of a quantity; add 2 or more fractions; subtract 2 fractions; subtract from whole amounts.

**PSHE: S1:** This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider what we use the Internet for and the benefits and risks of online activities. Children will learn about screen time and getting a healthy balance between online and offline activities. They will learn about online relationships, including cyberbullying and online stranger danger. **S2:** In this unit of work, children will focus on goals and aspirations. Children will identify ways of applying a growth mind-set to new challenges and learn about the importance of resilience.

**Geography:** In this unit, children head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement!

**Music:** The children develop their singing technique; keeping in time, and work on musical notation and rhythm, culminating in a group performance of a song with actions. This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers.