

Blooms

Were the Vikings savages or civilised? Discuss.

Explain the importance of friction, air resistance, and gravity. Which force is the most useful and why?

<p>Writing</p> <p>Genre: Recounts</p>	<p>Genre: Persuasion - linked to scenarios in Holes and topic of 'The Vikings'</p> <ul style="list-style-type: none"> • focus on 'flip your stance' in innovation, as well as research, quotes and expert opinions to back up an argument • imperative verbs used for persuasion • Viking poetry – kennings poems with an emphasis on figurative language • Show an awareness of the reader to try to convince them of a point of view. • Use facts to reinforce points made. • Use questions to hook the reader e.g. Are your children bored at the weekends? • Write paragraphs in a logical order based around the key arguments of their persuasion. • Use a range of adverbials to guide the reader appropriately e.g. finally, after that, so, later, after that, therefore etc. • Use boastful language e.g. The World's oldest tourist attraction • Use topic sentences to introduce paragraphs. • Show a developed awareness of the reader in order to directly appeal to them e.g. You can help • Use imperatives appropriately to command a particular point of view at key moments e.g. Don't forget to vote now!
<p>Reading</p>	<p>Holes <i>by Louis Sachar</i></p> <ul style="list-style-type: none"> • word reading and vocabulary • comprehension and meta-cognition • questioning • examples used to discuss relationships, friendships and rights
<p>SPAG</p>	<ul style="list-style-type: none"> • pre-taught vocabulary for persuasive writing • words ending in ible, able, ibly, cious, tious • revision of silent letters words (knight, thumb, sandwich, yacht, muscle, strength, thistle) • modal and imperative verbs • brackets, dashes and commas for parenthesis
<p>Mathematics</p> <p>(including arithmetic)</p>	<p>Fractions</p> <ul style="list-style-type: none"> • Find non-unit fractions of quantities. • Use common multiples to express fractions in the same denomination. • Compare and order fractions. • Use common factors to simplify fractions. • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. <p>Decimals and Percentages</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers with up to three decimal places. • Solve problems involving number up to three decimal places. • Multiply and divide numbers by 10 and 100, understanding tenths and hundredths... • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. • Solve problems that require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. • Calculate with fractions, decimals and percentage equivalents. <p>Perimeter and Area</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of composite rectilinear shapes in cm and m. • Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes. • Use the relationship between side-length and perimeter, and between side-length and area to calculate unknown values. • Calculate the area of compound rectilinear shapes and other 2D shapes, including triangles and parallelograms, using standard units.

<p>History</p>	<p>The Vikings:</p> <ul style="list-style-type: none"> • Explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences. • Analyse historical evidence and artefacts to make claims about Anglo-Saxon life and culture, e.g. Sutton Hoo. • Understand the period in history for the Anglo-Saxons and Vikings (timeline). • Give reasons for the Viking invasions. Learn about the significance of their sea-faring culture / various uses of the sea, including for invading. • To investigate the Vikings as Traders or Raiders/ Civilised or Savages? • To understand the reasons for people invade and/or settle somewhere new • To explore types of settlements; why changes occurred in Britain in the time of the Viking raids • Explore sea-Faring and the various uses of the sea, including for invading (The Vikings) and also Smuggling – the history of smuggling in Folkestone and along the coast (local history) • Compare and contrast aspects of Anglo Saxon and Viking life e.g. religion, cultural traditions and crime/punishments. 	<p>English:</p> <p>Diary entries for a child/adult during Vikings times. Non-chronological report writing about life during the Viking period.</p> <p>Explanation text on the key changes in Britain after the invasions.</p>
<p>Science</p>	<p>Forces</p> <ul style="list-style-type: none"> • Learn about air resistance, water resistance, friction and gravity. • Describe and explain air resistance, water resistance, friction and gravity. • Study the design of Viking long boats; identify and explain how they reduced water resistance. 	<p>Mathematics:</p> <p>Data handling, reading and interpreting graphs and tables. Recording information.</p>
<p>Art</p>	<p>Clay/3D Art (to be adapted for online learning):</p> <ul style="list-style-type: none"> • Design Viking brooches or pots. • Planning and creating a sculpture, evidencing artistic language. • Felting based on the style of Hundertwasser. 	
<p>PE</p>	<p>Dance (to be adapted for online learning):</p> <ul style="list-style-type: none"> • To identify and practise the patterns and actions of the chosen dance style. • To demonstrate an awareness of the music’s rhythm and phrasing when improvising. • To create and perform an individual dance that reflects the chosen dance style. • To create group dances that reflect the dance style. • To perform a dance using a range of movement patterns. 	
<p>RSHE</p>	<ul style="list-style-type: none"> • Ourselves and others: accepting and appreciating differences between us. • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help. • To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online). 	