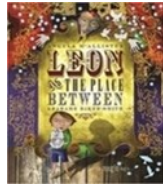


# Lower Key Stage 2— Anglo Saxons (Autumn 1st 2022)

## Core texts:

Year 3



Year 4



## Immersion Day:

Children to dress up and immerse themselves in the story of Beowulf, through drama.



### Session 1: What happened to Britain when the Romans left?

Children will learn:

- Specialist vocabulary and terminology related to these invaders and settlers;
- The key features, sequence and duration of these societies.



### Session 2: What happened to Britain when the Romans left?

Children will learn:

- The reasons for the arrival of the Saxons. Vikings and Scots;
- Differences in reasons for migration between Saxons and Vikings and between these societies today.



### Session 3: What happened to Britain when the Romans left?

Children will learn:

- How we know about the Saxons, Vikings and Scots and the use that can be made of the available evidence;
- The characteristic features of different groups within these societies.



### Session 4: What happened to Britain when the Romans left?

Children will learn:

- The challenges facing the early settlers and how they overcame them;
- How the arrival of these societies might be interpreted differently.



### Session 5: What happened to Britain when the Romans left?

Children will learn:

- The main features regarding the chronology, reasons for invading and settling and the main features of these societies.



### Session 6: Local History Study (Sutton Hoo)

Children to use a range of historical sources to develop their understanding of life in Anglo Saxon times. Use Shadow Puppet Edu app to present findings.



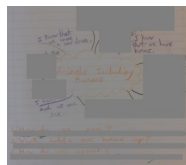
### Session 7: Local History Study (Significant individual: St Edmund of East Anglia)

Children to engage in a debate: St Edmund Vs St George. Who should be named the Patron Saint of England? Use historical evidence to give a well reasoned argument.



### Session 8: Science - assessing prior knowledge

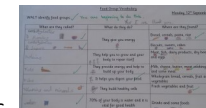
Children to complete a mindmap about what they have learnt previously about animals and humans (food, water, exercise, survive, healthy, rest)



### Session 9: Science—Researching nutrients

To identify that animals, including humans, need the right types and amounts of nutrition, and they cannot make their own food; they get nutrition from what they eat.

Children to research the keywords: carbohydrates, proteins, fats, fibre, minerals and vitamins and present their findings.



### Session 10: Science—Identifying the nutrients in their favourite meals

To identify that animals, including humans, need the right types and amounts of nutrition, and they cannot make their own food; they get nutrition from what they eat.

Children to draw their favourite meal and then annotate it to show what nutrients they would gain from each food item.

Look at the McDonalds nutrition calculator.



### Session 11: Science—Odd one out

To identify that animals, including humans, need the right types and amounts of nutrition, and they cannot make their own food; they get nutrition from what they eat.

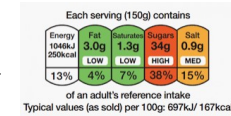
Children to be shown images of food and asked to think about which is the odd one out e.g. a salad, pizza and macaroni cheese.



### Session 12: Science—Investigating food packaging

To identify that animals, including humans, need the right types and amounts of nutrition, and they cannot make their own food; they get nutrition from what they eat.

Children to look at different food packaging and sort it according to how much fat and sugar they contain.



### Session 13: Science—Researching the names of the bones in the human skeleton

To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Research how many bones are in a human skeleton and annotate a diagram of a skeleton.

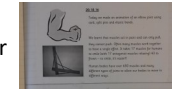
Discuss the concept cartoon: Would Ricky be better off without bones?



### Session 14: Science—Exploration of how they move their bodies

To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

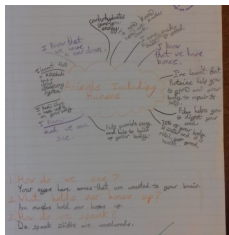
Children to explore the different joints on their bodies and consider whether all joints move in the same way.



Show the children images of three animals—which is the odd one out?

### Session 15: Science—Final assessment

Children to revisit their mind map from the beginning of the topic and add any additional learning.



## Art

### Session 16: Art—Exploration of collage artists.

To develop an appreciation for famous collage artists.

Children to explore the collage artwork of a selection of famous artists: Kurt Schwitters, Fred Tomaselli, Jason Mecier, Matisse. Children to look at the art work in groups and map out their thoughts about composition, media, texture and material usage.



### Session 17: Art—Children to plan their dragon collage.

To plan to use a range of techniques to develop a final image.

Children to create a concept map, planning what they want their dragon collage to look like, what materials they might use and why, what colours they will include, etc. Use imagery from research on the internet, in books, at home and on nature walks.



**Session 18: Art —Children to create their collage based upon their plan.**

**To experiment with techniques that use contrasting textures, colours or patterns.**

Children to use a range of materials to create their dragon collage. Compare to their original plan, thinking about any changes they have had to make and why.



**Session 19: Art — Collage to Canvas**

**To explore the use of different techniques and patterns.**

Children to create viewfinders and sketch sections of their collage, then paint them.



*Amazing Artists*

*Picasso: 1881-1973*



<https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso>

**PE:**

**Year 3:** Dance, Ball Skills

**Year 4:** Swimming, Dance Basketball

**ICT: PurpleMash**

**Year 3:** Unit 3.1 Coding

**Year 4:** Unit 4.1 Coding

**Music: Charanga**

**Year 3:** How does music us closer together?

**Year 4:** How does music bring us together?

**RE: Hinduism**

Why do people of the Hindu faith want to collect good karma?

**PHSE (1 Decision):**

**Year 3: Keeping/Staying Safe:**

Staying safe, Leaning out of windows, Summative assessment

**Year 4: Keeping/Staying Safe:**

Baseline assessment, Cycle Safety

**French (Language Angels):**

**Year 3:** Classroom commands, Phonics, Animals

**Year 4:** Classroom commands, Phonics, The Classroom