

**Questions.— Article 13**

Week 1: Are you Swedish?  
 Week 2: Good vs evil—who should win?  
 Week 3: How can you use the facts you have learned to create an Anglo Saxon development?  
 Week 4: What is the difference between Anglo Saxon jobs and jobs today?  
 Week 5: I would prefer to live in Anglo Saxon times—Discuss.

**Texts:** Michael Morpurgo's Beowulf—Articles 28, 29 & 30

**Writing outcomes:**

**Fiction:** Personal Response Narrative Writing In Role  
 Character Study Description

**Non Fiction:** Recount Information Persuasive

**Maths—Articles 28, 29 & 30**

Number: multiplication and division (3 weeks)

Number: fractions 2 weeks)

**Science:** Properties of materials- Article 28, 29 & 30

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

**Computing:** Computing skills—using different Microsoft programmes. Analyse information; evaluate information.

**Enrichment**

Jewellery , armour and  
 weapon making

Calligraphy of Lindisfarne

Speak Olde English

**Assessment Foci**

**Science:** I can use test results to make predictions to set up further comparative and fair tests.

**History:** I can recall, select and organise historical information. I can identify and describe reasons for and results of historical events, situations and changes.

**Computing:** I can analyse and evaluate information.

**P.E.—**I can perform and link gymnastic sequences using the floor and apparatus.

**PSHE:** I can tell other people politely when someone is annoying me.

**RE:** I can explain the importance of a religious festival (Yom Kippur)

**Foundation Subjects Coverage**

**PE:** Basketball -play competitive games; apply basic attacking and defending skills; collaborate with team; use throwing and catching in isolation and combination; pass in different ways.

Gymnastics— perform a sequence of complex, extended movements; combine action, balance and shape; perform consistently to different audiences - Article 29 & 31

**RE:** Judaism—describe how Jewish people pray; explain why prayer and worship are important to Jewish people; identify the Tallit and Capel; understand the significance and purpose of the Tallit and Capel; identify and describe the Tenakh and the Torah; understand the importance of Yom Kippur and explain how it is celebrated —Article 12, 13, 14 & 30

**French:** Memorise and present a short spoken text; revise days, months, years, hobbies, numbers to 50 (comparing more or less)— Article 30

**PSHE/ British Values:** Working at Harmony—Article 2, 12, 28

- recognising the benefits of friends and families; finding out about sources of help and support for individuals, families and groups; and considering the challenges and issues that can arise at home, at school between friends, and how they can be avoided, lessened, or resolved.

**Music:** change sounds or organise them differently to change the effect; choose most appropriate tempo for a piece of music; compose music to meet criteria - Article 29 & 31

**History:** draw a timeline with different historical periods showing key historical events; test out a hypothesis in order to answer questions; describe how crime and punishment has changed over time.