

Invasion! - Summer 2018

<p>Science</p>	<p><u>Animals including Humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey.
<p>History</p>	<ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots Examples • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice ☐ Edward the Confessor and his death in 1066
<p>Geography</p>	<ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
<p>Computing</p>	<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
<p>Art & Design</p>	<ul style="list-style-type: none"> • about great artists and designers in history
<p>D&T</p>	<ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • select from and use a wider range of tools and equipment to perform practical tasks accurately • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
<p>Music</p>	<ul style="list-style-type: none"> • develop an understanding of the history of music.
<p>French</p>	<ul style="list-style-type: none"> • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing
<p>P.E.</p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • develop flexibility, strength, technique, control and balance <p><u>Games</u></p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination <p><u>OAA</u></p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team