

### Art-

- Modelling techniques using clay - Viking long boats.
- Roman mosaics using tiles and wooden board. Selecting materials for striking effect.

### Music-

- Y3—K2M - Violins
- Y4— Roman Marching songs- singing.

### History-

- Timeline of the Celts, Romans, Anglo Saxons and Vikings.
- History of the homes/settlements, transport and pastimes.

### Geography-

- Invaders and settlements in the UK- Where did they invade from? Where did they settle? Why? Which towns were named by invaders who settled?

### Science-

- Y3—'Forces and Magnets' and 'Animals including humans'.
- Y4— 'Electricity' and 'States of matter'

### PE-

#### Indoor—

Y3&4 Dance (topic inspired dance) /Gym

#### Outdoor-

- Y3Ball skills. Passing & Receiving Net / Wall skills.
- Y4— Rugby x6 weeks /Tennis and Outdoor adventure (Laches wood)

### PSHE-

- Road safety - Road safety booklet, practice walk and assessed walk with road safety team.

### RE-

- People and beliefs - Inspirational people
- Traditions including Easter

### SMSC-

- Invaders working together in battle
- Roman Gods/ Viking and Anglo-Saxon beliefs
- Was it right to invade and go into battle?
- Celt, Roman, Anglo-Saxon and Viking culture

Y3/4 Spring 2015

# Island Invaders!

Celts, Romans, Anglo-Saxons & Vikings

### Literacy

#### Y3

- Narrative (stories about invaders)
- Non-chronological reports relating to the Romans, Vikings, Anglo-Saxons and Celts.

#### Y4

- Diaries
- Explanation texts
- Leaflets and Letters (Laches Wood)
- Historical Settings

### Mathematics

- Anglo-Saxons - A feast fit for a king!
- Roman Numerals

### ICT-

- Y3 Programming (I teach you learn)
- Y4 Programming (Inside out)

### Entry Points

- Celts, Romans, Anglo-Saxons and Viking Teams
- Children to be given invader name
- Horrible Histories videos

### Visits/Events

Laches Wood Y4  
Hanley Museum (Anglo-Saxon Workshops) Y3  
Invaders dress up day Y3/Y4  
Research Y3 and presentation Y4

### Challenge

- Can you create your own shield to represent your group? (homework)