**Our Termly Learning Journey**

**Year Group: Silver Birch** **Term and Year:** Spring 2025  **Cycle:** A

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| **Big Question** | **Other questions** | | **Links to Bolney/21st C** | **Key Vocab** | | **Whole Class Reading Text** | **Film Unit Literacy Shed** | **Key figures** |
| ‘What makes someone British?’ | Were Saxon times really ‘Dark’ Ages?  How did the Vikings try to  take over the country and how close did they get?  Alfred the Great. How great was he?  Raiders or settlers: how should we remember the Vikings?  What image do we have of the Vikings? | | Anglo-Saxon word “Bolne” meaning “a village (or high place) near marsh”, as the area is on high ground in an area that was marshy.  Local area names | Cemetery Sutton Hoo  Cenotaph Treaty  Christianity Turning Point  Danelaw Um  Hoard Viking  Hypothesis Wergild  Monastery  Pagan  Picts  Sceptre  Settlement | | The London Eye Mystery | The Ridge | Danny MacAskill  Saint Frideswide |
| **Links to Bolney characteristics** | **Project overview** | **Hook/Wow Starter Project Outcome/Fantastic Finish** | **Links to Interplayland** | **Driver Subjects**  **(Part of project and discrete)** English, maths, science, RE, PE, French and RHE plus: | | **Other Core Texts** | **Other suggestions** | **Visits / Visitors** |
| Achievers  And Creative Thinkers | Anglo- Saxons and  Vikings | Making our own ‘village’ and then a trip to the London Eye ready for starting our core text | Anglo Saxon or Viking settlement |  |  | The London Eye Mystery by Siobhan Dowd  Anglo Saxon Boy by Tony Bradman  The Princess who Hid in a Tree by Jackie Holderness  The Dragon’s Hoard by Lari Don | The 1000 year old boy by Ross Welford | The London Eye 27th February 2025 |

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| **As writers we will…** | **As mathematicians we will…** | **As geographers we will…** | **As musicians we will…** | **In RE we will…** |
| Firstly, watch the film called The Ridge and write setting descriptions, narratives, learn how to create atmosphere and poetry.  We will then start our text The London Eye Mystery and explore speech as conversation, writing a recount as a character and a police report.  In history, we will write historical short stories aswell as newspaper reports on Viking invasions. | Continue with Fractions in both year groups. We then move onto decimals and percentages, measurement and lastly statistics. The Year 6’s will also look at ratio and algebra.  We will also look at SATs papers. | Travel back to the time of the early village settlers and discover how towns and villages got their names and why certain areas were chosen as settlements. Then return to the present day and look at settlements and explore maps of surrounding areas.  We will also get the opportunity to take on the role of town planner as we design our own settlement. | Learn the song Living on a Prayer for our school pantomime, play instruments and explore compostition. | Try to answer these questions:  Firstly, ‘What is holiness for Jewish people: a place, a time, an object or something else?’ followed by, ‘What difference does the resurrection make to Christians?’ |
| **As readers we will…** | **As designers we will…** | **As artists we will…** | **As historians we will…** | **As linguists we will…** |
| Use VIPERS and read a variety of non-fiction books relating to our project. We will look at shrot stories and picture books as well as novels.  In addition to reading lots of books, we will look at SATs papers. | Design a purse fit for a Viking. Children may make two different designs that incorporate different skills such as sewing, cutting and measuring. | Use scraper boards to design and make our own ‘Sutton Hoo’ hoard. We will research Viking jewellery and explore what was found in the actual ‘Sutton Hoo’ hoard. | Be discussing how different groups arrived, settled and invaded in order to establish themselves in Britain. We will look at the reasons for groups relocating and discussing ‘push’ and ‘pull’ factors. |  |
| **As speakers and listeners we will…** | **As programmers in computing we will…** | **As scientists we will…** | **As young people we will…** | **As a sportsperson we will…** |
| Be learning our scripts for our panto in February and working on delivering this the most effective way for an audience.  We will debate several questions around the project such as, ‘Alfred the Great. How great was he?’ | Look at the creation of websites for a chosen purpose. We will identify what makes a good web page and use this information to design and evaluate our own website using Google Sites. Throughout the process, we will pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths. | Continue to look at forces. Gravity, friction, water resistance followed by levers and pulleys. We will look into the discoveries of scientists such as Newton. | Explore the characteristics of Achievers and Creative Thinkers. Our film unit starts with a real life achiever and then we delve into the famous achievers in our Saxon and Viking times, including Saint Frideswide who founded the first church in Oxford. | Start with a dance unit based around Alfred the Great using BBC Radio.  Our specialist teacher will move onto gymnastics. |