


<p>As <b>DESIGNERS</b> we will:</p> <ul style="list-style-type: none"> <li>Design an Anglo-Saxon hut and decide which materials would be best to use</li> <li>Use tools and materials precisely</li> <li>Come up with a way to test and evaluate our final products</li> </ul>	<p style="text-align: center;"> <b>Greenfields</b>          Community Primary School,          Nursery &amp; Pre-School       </p>  <p style="text-align: center;">         Key Stage 2- Spring 2  <b>CURRICULUM OVERVIEW</b> </p> <p style="text-align: center; background-color: #90EE90;"> <b>What if we were born in Saxon times?</b> </p>	<p>As <b>MATHEMATICIANS</b> we will:</p> <ul style="list-style-type: none"> <li>Calculate with fractions, decimals and percentages</li> <li>Apply all of our skills to multi-step problems</li> </ul>
<p>As <b>MUSICIANS</b> we will:</p> <ul style="list-style-type: none"> <li>Compare and contrast music from different periods of history</li> </ul>		<p>As <b>CITIZENS</b> we will:</p> <ul style="list-style-type: none"> <li>Discuss our likes, dislikes, strengths &amp; weaknesses</li> <li>Identify how everyone is different and why this is a good thing that should be celebrated</li> </ul>
<p>As <b>COMPUTER TECHNOLOGISTS</b> we will:</p> <ul style="list-style-type: none"> <li>Use the computer software 'Scratch' to create a quiz style game</li> </ul>		<p>As <b>LINGUISTS</b> we will:</p> <ul style="list-style-type: none"> <li>Investigate which other countries around the world speak French</li> <li>Learn about different cultures and traditions</li> </ul>
<p>As <b>READERS</b> we will:</p> <ul style="list-style-type: none"> <li>In English, we will read some of the Grimm Tales and study the characters from Little Red Riding Hood and their actions</li> <li>Read non-fiction texts about life in Saxon times and how archaeologists and historians have found out about their lifestyle</li> </ul>	<p>As <b>THEOLOGIANS</b> we will:</p> <ul style="list-style-type: none"> <li>Look at the importance of meditation and prayer within different religions</li> </ul>	<p>As <b>GEOGRAPHERS</b> we will:</p> <ul style="list-style-type: none"> <li>Use maps, atlases and aerial photos to plot the route of invasions and identify settlements</li> <li>Describe how some places are similar and others different in relation to human and physical features</li> </ul>
<p>As <b>AUTHORS</b> we will:</p> <ul style="list-style-type: none"> <li>Write diary entries, putting ourselves into the shoes of the characters from the story and justifying their actions</li> <li>Take part in discussions or debates about what the characters should do, giving justifying our opinions when writing</li> <li>Verbally retell our stories, using the correct intonation and fluency to be a good story teller</li> <li>Look at the plot structure of traditional tales</li> <li>Use the plot structure to write our own versions of the stories</li> </ul>	<p>As <b>SPORTS SCIENTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>Increase our fitness through a range of different activities and games</li> </ul>	<p>As <b>SCIENTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>Be investigating our big question 'What if we could only see in black and white?'</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> <li>Ask questions and plan investigations to help us answer them</li> </ul>
	<p>As <b>HISTORIANS</b> we will:</p> <ul style="list-style-type: none"> <li>Place features of historical events and people from the past in an appropriate chronological framework</li> <li>Summarise the main events from a main period in history, explaining the order in which key events happened</li> <li>Identify how Britain has learned from other countries and civilisations</li> <li>Look at two different versions of a historical event and recognise why authors give different viewpoints</li> </ul>	