

Eastry C of E Primary School Medium Term Plan: KS1 and KS2

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Exceeding Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			Expected Skills
Remembering Remember and recall info			Emerging Skills

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

Topic: How did the Anglo-Saxons shape Britain into the country we live in?

Term: 6

Hooks: *Dress up like an Anglo-Saxon, make your own Anglo-Saxon artifacts, create our own Bayeux Tapestry, making poo.*

Texts: Fiction: Anglo-Saxon Boy – Tony Bradman

Non-fiction – Men, women and children in Anglo Saxon times – Jane Bingham.

You wouldn't want to be an Anglo-Saxon peasant – Jacqueline Morley

Area of Learning	Skill/ Small steps	Week 1 Wb 06.06.21	Week 2 Wb 13.06.21	Week 3 Wb 20.06.21 (4 days – no Fri) Visit 20/6	Week 4 Wb 27.06.21 Sports day 1/7/22	Week 5 Wb 04.07.21	Week 6 and week 7 Wb 11.07.21 – transition Wb 18.07.21 – 4 days
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our topic.	<p>Anglo-Saxon Boy</p> <p>Genre: diary writing</p> <p>LQ: Can you make predictions about a text? (P)</p> <p>LQ: Can you summarise text? (S, R)</p> <p>LQ. Can you explain the layout of the text? (E)</p> <p>LQ: Can you explain why the author has used certain words? (E, V)</p>	<p>You wouldn't want to be an Anglo-Saxon peasant</p> <p>Genre: playscript (news)</p> <p>LQ: Can you use inference to explain a character's motives? (I)</p> <p>LQ: Can you explain how the setting and vocabulary adds to the mood? (V,I)</p> <p>LQ; Can you retrieve information? (R)</p> <p>LQ: Can you use inference to describe a character's feelings? (I)</p>	<p>You wouldn't want to be an Anglo-Saxon peasant</p> <p>Genre: playscript (news)</p> <p>LQ. Can you use a dictionary to write definitions for new vocabulary? (V)</p> <p>LQ: Can you locate key information? (R)</p> <p>LQ. Can you use inference when retrieving key information? (I, R)</p>	<p>You wouldn't want to be an Anglo-Saxon peasant</p> <p>Genre: Newspaper report</p> <p>LQ: Can you make predictions about a text? (P)</p> <p>LQ: Can you explain the genre of the text? (E)</p> <p>LQ. Can you explain why the text is presented how it is? (E)</p> <p>LQ: Can you summarise information in a paragraph? (S)</p>	<p>Men, women and children</p> <p>Genre: Newspaper report</p> <p>LQ: Can you retrieve facts to evidence an argument? (R)</p> <p>LQ: Can you skim a text to find important vocabulary? (V, R)</p> <p>LQ: Can you summarise key information (S, R) (headline)</p> <p>LQ: Can you summarise to write a 'blurb'? (S)</p>	<p>Men, women and children</p> <p>Genre: Character description</p> <p>LQ; Can you innovate new ideas based on the text given? (V)</p> <p>LQ: Can you explain how the author has presented their work? (E)</p> <p>LQ: Can you identify ambitious vocabulary? (V)</p> <p>LQ. Can you explain your opinion on the text? (E)</p>

<p>Writing English: Debate, persuasive writing, creative writing</p>	<p>- Plan writing by: -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by: -assessing the effectiveness of their own and others' writing -Proof-read for spelling and punctuation errors</p>	<p>Genre: Diary writing</p> <p>LQ: Can you identify the key features of a diary?</p> <p>LQ: Can you annotate the key parts of a diary?</p> <p>LQ: Can you express your feelings using personal tone?</p> <p>LQ: Can you use subordinating conjunctions?</p> <p>LQ: Can you write in role?</p>	<p>Genre: Playscript</p> <p>LQ: Can you perform a playscript?</p> <p>LQ: Can you identify features of a playscript?</p> <p>LQ: Can you locate key features and explain their importance?</p> <p>LQ: Can you use informal language?</p> <p>LQ: Can you create a plan for your playscript?</p>	<p>Genre: Playscript</p> <p>LQ: Can you draft the beginning of your playscript?</p> <p>L.O Can you draft the end of your playscript?</p> <p>LQ: Can you perform your playscript?</p>	<p>Genre: Newspaper</p> <p>LQ: Can you find important parts of a playscript?</p> <p>LQ: Can you label the key features of a newspaper report?</p> <p>LQ: Can you generate ideas for a newspaper report?</p> <p>LQ: Can you plan your writing?</p> <p>LQ: Can you interview for a quote?</p>	<p>Genre: Newspaper</p> <p>LQ: Can you write an introductory paragraph to a newspaper report?</p> <p>LQ: Can you write the beginning of a newspaper report?</p> <p>LQ: Can you write the end of a newspaper report?</p> <p>LQ: Can edit and improve your work?</p> <p>LQ: Can you present your work in neat?</p>	<p>Genre: Character description</p> <p>LQ: Can you describe a character?</p> <p>LQ: Can you improve your description using ambitious adjectives?</p> <p>LQ: Can you design your own character?</p> <p>LQ: Can you describe your character?</p> <p>LQ: Can you present your work in neat?</p>
<p>GPS</p>	<p>The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>later that day</i>, <i>I heard the bad news.</i>] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>] Use of commas after fronted adverbials determiner pronoun, possessive pronoun adverbial</p>	<p>LQ: Can you edit and improve sentences?</p> <p>LQ: Can you write sentences with pronouns?</p> <p>LQ: Can you write sentences with ambitious adjectives?</p> <p>LQ: Can you use ambitious nouns and pronouns in text?</p>	<p>LQ: Can you edit and improve sentences?</p> <p>LQ: Can you use apostrophes for contraction?</p> <p>LQ: Can you use singular possessive apostrophes?</p> <p>LQ: Can you use possessive apostrophes?</p> <p>LQ: Can you accurately use your/you're and there/their/they're?</p>	<p>LQ: Can you edit and improve sentences?</p> <p>LQ: Can you use adverbs for how something is done?</p> <p>LQ: Can you use adverbs for when something is done?</p>	<p>LQ: Can you edit and improve sentences?</p> <p>LQ: Can you identify root words?</p> <p>LQ: Can you use the prefix 'dis'?</p> <p>LQ: Can you use the prefixes 're' and 'mis'?</p>	<p>LQ: Can you edit and improve sentences?</p> <p>LQ: Can you use the prefixes 'sub' and 'in'?</p> <p>LQ: Can you use the suffixes 'able' and 'ation'?</p> <p>LQ: Can you use the suffixes 'tial' and 'cial'?</p> <p>LQ: Can you use the suffixes 'cious' and 'tious'?</p>	<p>LQ: Can you edit and improve sentences?</p> <p>LQ: Can you use present perfect tense?</p> <p>LQ: Can you use fronted adverbials?</p> <p>LQ: Can you identify subordinate clauses?</p> <p>LQ: Can you use commas to separate clauses?</p>

<p>Maths Maths: White Rose Scheme</p>	<p>W.R. Small Steps Progression – Summer Block 3 (time)</p> <p>Telling the time to 5 minutes Telling the time to the minute Using a.m. and p.m. 24-hour clock Hours, minutes and seconds Years, months, weeks and days Analogue to digital – 12 hour Analogue to digital – 24 hour</p> <p>W. R. Small Steps Progression – Summer Block 5 (geometry and properties of shape)</p> <p>Turns and angles Right angles in shapes Compare angles Identify angles Compare and order angles Recognise and describe 2-D shapes Triangles Quadrilaterals Horizontal and vertical Lines of symmetry Complete a symmetric figure</p> <p>W. R. Small Steps Progression – Summer Block 6 (position and direction)</p> <p>Describe position Draw on a grid Move on a grid Describe movement on a grid</p>	<p>LQs</p> <ol style="list-style-type: none"> 1. Can you tell the time to the nearest 5 minutes? 2. Can you tell the time to the nearest minute? (practical) 3. Can you tell the time to the nearest minute? 4. Can you use am and pm? 5. Can you understand the 24 hour clock? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can you identify hours, minutes and seconds? 2. Can you identify years, months weeks and days? 3. Can you convert analogue time to digital time (12 hours)? 4. Can you convert analogue time to digital time (24 hours)? 5. Can you consolidate your learning on time? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can you learn about turns and angles? 2. Can you find right angles in shapes? 3. Can you compare angles? 4. Can you identify angles? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can you compare and order angles? 2. Can you recognise and describe 2D shapes? 3. Can you explore triangles? 4. Can you explore quadrilaterals? 5. Can you identify horizontal and vertical lines? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can you explore lines of symmetry? 2. Can you complete a symmetric figure? 3. Can I use my learnings to help me solve problems? 4. Can you describe position? 5. Can you draw a grid? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can you learn about movement on a grid? 2. Can you describe movement on a grid?
<p>Science Animals including humans</p>	<p>Units of work</p> <p>Electricity</p> <ul style="list-style-type: none"> I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit <p>Animals (including humans)</p> <ul style="list-style-type: none"> I can identify the different types of teeth in humans and their simple functions <p>Working scientifically:</p> <p>Asking questions</p> <ul style="list-style-type: none"> Raising Questions. They should be given a range of scientific experiences to enable them to raise their own questions about the world around them. 	<p>LQ: Can you explain what a switch does in a simple circuit?</p> <p>Must a switch be closed at all times in a circuit?</p>	<p>LQ: Can you identify the different parts of a tooth?</p> <p>Reason raisin: Are teeth all white?</p>	<p>LQ: Can you identify different types of teeth and their uses?</p> <p>Reason raisin: Are all teeth the same?</p>	<p>LQ: Can you identify similarities and differences with teeth of different animals?</p> <p>Reason raisin: Do animals all have the same teeth?</p>	<p>LQ: Can you investigate how to keep your teeth clean?</p> <p>Reason raisin: Can an egg help us to keep our teeth clean?</p>	<p>LQ: Can you explain what causes cavities and how to prevent them?</p> <p>Reason raisin: Is brushing alone enough?</p>

	<p>Monitoring and recording</p> <ul style="list-style-type: none"> • Observations. They should help to make decisions about what observations to make, how long to make them for. They should make systematic and careful observations. • Fair testing. Recognise when a simple fair test is necessary. • Secondary sources. They should recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. • Collecting data. They should collect data from their own observations and measurements. • Recording. They should make decisions as to how to record. They should record in notes, drawings, labelled diagrams, bar charts and simple tables. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences. <p>Concluding</p> <ul style="list-style-type: none"> • Analysing data. They should make decisions as to how to analyse the data. They should begin to look for patterns and decide what data to collect to identify them. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected. <p>Evaluation</p> <ul style="list-style-type: none"> • Making improvements. They should find ways of improving what they have already done. 						
<p>RE</p> <p>Why do some people think that life is a journey and what significant experiences mark this?</p>	<ul style="list-style-type: none"> • I can suggest why some people see life as a journey and identify some of the key milestones on this journey. • I can describe what happens in Christian, Jewish, Hindu and Humanist ceremonies of commitment and say what these rituals mean. • I can suggest reasons why marking the milestones of life are important for people. • I can explain similarities and differences between ceremonies of commitment. • I can link up questions and answers about how believers show commitment with their own ideas about community, belonging and belief. • I can discuss and present my own ideas about the value and challenge of religious and nonreligious commitment in Britain today. 	<p>LQ: Can you describe a journey you have been on?</p>	<p>LQ: Can you explain about why baptisms are important to Christians?</p>	<p>LQ: Can you explain how Jews mark becoming an adult?</p>	<p>LQ: Can you explain about Hindu life celebration ceremonies?</p>	<p>LQ: Can you explain why people choose to get married?</p>	<p>LQ: Can you compare the journeys of Christians Jews and Hindus?</p>

<p>Computing</p> <p>Computing:</p> <p>Digital literacy:</p> <p>Stop frame animations.</p> <p>Safety starter: online relationships</p>	<p>Safety starter:</p> <ul style="list-style-type: none"> I can describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online. <p>Digital literacy:</p> <ul style="list-style-type: none"> Can I explore key concepts relating to online safety using concept mapping such as 2Connect? Can I help others to understand the importance of online safety? Do I know a range of ways of reporting inappropriate content and contact? 	<p>LQ: Can you research stop motion animations?</p> <p>Safety starter: I can describe strategies for safe and fun experiences in a range of online social environments.</p>	<p>LQ: Can you plan your animation?</p> <p>Safety starter: I can describe strategies for safe and fun experiences in a range of online social environments.</p>	<p>LQ: Can you resource your animation?</p> <p>Safety starter: I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<p>LQ: Can you create your animation?</p> <p>Safety starter: I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<p>LQ: Can you record your animation?</p> <p>Safety starter: I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.</p>	<p>LQ: Can you evaluate your work?</p> <p>Safety starter: I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.</p>
<p>History</p> <p>Anglo Saxon settlement and the impact on Britain.</p>	<p>Chronological understanding</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Can I describe events and periods using words such as millennium, ancient, century, civilizations, kingdoms, settlers, effect, changes, legacy <p>Sequencing/timelines</p> <ul style="list-style-type: none"> Can I use a timeline within a specific period in history to set out the order things happened? Can I begin to recognise and quantify the different time periods between groups that invaded Britain? <p>Dates</p> <ul style="list-style-type: none"> Can I use mathematical knowledge to work out how long-ago events happened? Can I describe events from the past using dates when things happened? <p>Knowledge and interpretation</p> <p>Events</p> <ul style="list-style-type: none"> Can I suggest why certain events happened as they did in history? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered Can I explain and reason about how events from the past have helped shape our lives – e.g. place names / feudal system? Can I explain and reason about how events from the past have helped shape our lives – William Harvey discovery? <p>Historical enquiry</p> <p>Primary / Secondary sources</p> <ul style="list-style-type: none"> Can I appreciate how items found belonging to the past help us to build an accurate picture of how people lived in the past? Can I study and make detailed comparisons of artefacts / photos and assess improvements over time to objects? <p>My own research</p> <ul style="list-style-type: none"> Can I, through research, identify similarities and differences between given periods in history? Can I use my information finding skills to write historical information – e.g., diary entry as King Alfred in the marshes / biography? Can I research two versions of an event and say how they differ – e.g. Tutankhamen's death / Alfred in the marshes? 	<p>LQ: Can you explain how artifacts can help us explain what happened in the past?</p>	<p>LQ: Can you explain why the Anglo-Saxons came and invaded Britain?</p>	<p>LQ: Can you explain what Anglo-Saxon life looked like (4)?</p>	<p style="text-align: center; font-size: 2em;">Geography</p>		

	<ul style="list-style-type: none"> Can I use various sources to piece together information about a period in history <p>4 history threads</p> <p>Childhood</p> <ul style="list-style-type: none"> Anglo Saxons - Continuing to compare and contrast What are differences between now and then for children? Which would you prefer and why? <p>Architecture</p> <ul style="list-style-type: none"> What were Anglo Saxon - homes like? <p>Monarchy</p> <ul style="list-style-type: none"> Was Alfred truly great? Justify reasons <p>Jobs, economy and trade</p> <ul style="list-style-type: none"> Anglo-Saxon villages – how have the jobs to be done changed since pre-historic times? 							
<p>Geography</p> <p>Study a region of the UK- Anglo Saxon settlement.</p>	<p>Location knowledge</p> <ul style="list-style-type: none"> Can I locate cities in the UK? <p>Human and physical geography</p> <ul style="list-style-type: none"> Can I describe some aspects of human geography? Revise y3 - Settlements, land use Y4 – distribution of natural resources, trade links <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Can I gain confidence using 4 figure grid references and symbols / keys? Can I use fieldwork to observe, measure, record and practise using; sketch maps, plans, and graphs, and digital technologies? 	<h2>History</h2>			<p>LQ: Can you identify where the Anglo-Saxons came from?</p>	<p>LQ: Can you explain where the Anglo-Saxons settled?</p>	<p>LQ: Can create your own fieldwork study?</p>	
<p>Art</p> <p>Art: Pointillism – Georges Seurat</p>	<ul style="list-style-type: none"> I know how to show facial expressions and body language in sketches and paintings I experiment with the skills used by other artists I explain some of the features of art from historical periods Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, paint] 	<p>LQ: Can you find out what pointillism is?</p>	<p>LQ: Can you research the life and work of Georges Seurat?</p>	<p>LQ: Can you plan a pointillism design?</p>	<p>LQ: Can you create your pointillism painting?</p>	<p>LQ: Can you evaluate your painting and suggest improvements?</p>	<p>LQ: Can you create your own Bayeux tapestry?</p>	
<p>D.T</p>		<h2>Art Focus</h2>						
<p>P.E</p> <p>PE: Football</p>	<p>Games progression:</p> <ul style="list-style-type: none"> Vary skills, actions and ideas in a way which suits the game. Shows confidence in ball skills in various ways and can link them together. Uses skills with coordination and control. Takes part in competition with a strong understanding of tactics. Works well in a group to develop various games. Compares and comments on skills using technical vocabulary. Can make suggestions on how to differentiate games. 	<p>LQ: Can you focus on your ball skills?</p> <p>To develop Striking skills applicable to Cricket To develop an effective Underarm Bowling action To practice throwing and receiving a ball</p>	<p>LQ: Can you focus on your batting skills</p> <p>To develop Striking skills applicable to Cricket To develop an effective Underarm Bowling action To practice throwing and receiving a ball</p>	<p>LQ: Can you develop your batting skills?</p> <p>To develop skills of Batting, Bowling and Fielding To co-operate in a team situation</p>	<h2>SPORTS DAY</h2>		<p>LQ: Can you develop your fielding skills?</p> <p>To develop skills of Batting, Bowling and Fielding To co-operate in a team situation</p>	<p>LQ: Can you develop your bowling skills?</p> <p>To develop skills of Batting, Bowling and Fielding To co-operate in a team situation</p>

	<ul style="list-style-type: none"> Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations. <p>Batting and fielding progression:</p> <ul style="list-style-type: none"> I know how to use and apply striking and Fielding games skills, therefore I can: - know and use different ways of sending into and fielding from different directions (e.g., fielding a ball coming directly towards or to one side of the fielder) - throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce). - strike a ball along the ground or through the air in different directions with control - understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it - combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies 						
<p>PHSE PSHE/SRE: Jigsaw Scheme Changing Me</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining with an ovum Know the names of the different internal and external body parts that are needed to make a baby Know how the female and male body change at puberty Know that personal hygiene is important during puberty and as an adult Know that change is a normal part of life and that some cannot be controlled and have to be accepted Know that change can bring about a range of different emotions <p>Social and emotional skills:</p> <ul style="list-style-type: none"> Can appreciate their own uniqueness and that of others Can express how they feel about having children when they are grown up Can express any concerns they have about puberty Can say who they can talk to about puberty if they are worried Can apply the circle of change model to themselves to have strategies for managing change Have strategies for managing the emotions relating to change 	<p>LQ: Can you understand what makes you unique?</p>	<p>LQ: Can you identify parts of the body?</p>	<p>LQ: Can you describe female changes when having a baby?</p>	<p>LQ: Can you identify changes?</p>	<p>LQ: Can you understand to accept changes out of your control?</p>	<p>LQ: Can you think about what you're looking forward to in your new class?</p>
<p>French French: Ancient Britain</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>LQ: Can you name key periods of time in Ancient Britain?</p>	<p>LQ: Can you learn about stone, bronze and iron ages?</p>	<p>LQ: Can you name hunting tools in French?</p>	<p>LQ: Can you name dwellings in Ancient Britain?</p>	<p>LQ: Can you bring all of your learning together?</p>	<p>LQ: Can you assess your learning?</p>

<p>Language Angels scheme of work</p>	<p>Progression:</p> <ul style="list-style-type: none"> Learn and use the French for “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite). Name in French, the six key periods of ancient Britain, introduced in chronological order. Be able to say in French three of the types of people who lived in ancient Britain. Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the three types of dwellings people lived in during the stone age, bronze age and iron age. 						
<p>Music Ukulele tuition.</p>	<ul style="list-style-type: none"> Knowledge: I know and can talk about: <ul style="list-style-type: none"> -different ways in which music is written down- e.g. staff notation, symbols. I know the notes C,D,E,F,G,A,B,C on the treble stave. -the instruments that they might play in a band or orchestra or by their friends. Skills: Can I play an instrument with the correct technique within the context of the Unit song? Can I select and learn a musical part that matches my challenge. Using one of the differentiated parts – one note, simple or medium part of the melody or the melody of the song from memory or using notation. Can I rehearse and perform my part in context of the unit song? Can I listen to and follow musical instructions from a leader? Can I lead a rehearsal session? 	LQ: Ukulele tuition	LQ: Ukulele tuition	LQ: Ukulele tuition	LQ: Ukulele tuition	LQ: Ukulele tuition	LQ: Ukulele tuition
<p>Learning Environment in corridor displays</p>		<p>Topic: Anglo-Saxon Britain</p> <p>Science: Animals including humans – teeth</p> <p>RE: Life is a journey</p>	<p>Topic: Anglo-Saxon Britain</p> <p>Science: Animals including humans – teeth</p> <p>RE: Life is a journey</p>	<p>Topic: Anglo-Saxon Britain</p> <p>Science: Animals including humans – teeth</p> <p>RE: Life is a journey</p>	<p>Topic: Anglo-Saxon Britain</p> <p>Science: Animals including humans – teeth</p> <p>RE: Life is a journey</p>	<p>Topic: Anglo-Saxon Britain</p> <p>Science: Animals including humans – teeth</p> <p>RE: Life is a journey</p>	<p>Topic: Anglo-Saxon Britain</p> <p>Science: Animals including humans – teeth</p> <p>RE: Life is a journey</p>

INSPIRE DAYS –

- 8th June 2022 – Class photos
- 13th June – Visit from athlete
- 20th June – Anglo Saxon Day – external workshop
- 27th June – Gypsy and Roma history – Inspire Day
- Create our own Bayeux Tapestry – week commencing 12th July 2021
- 1st July – Sports Day