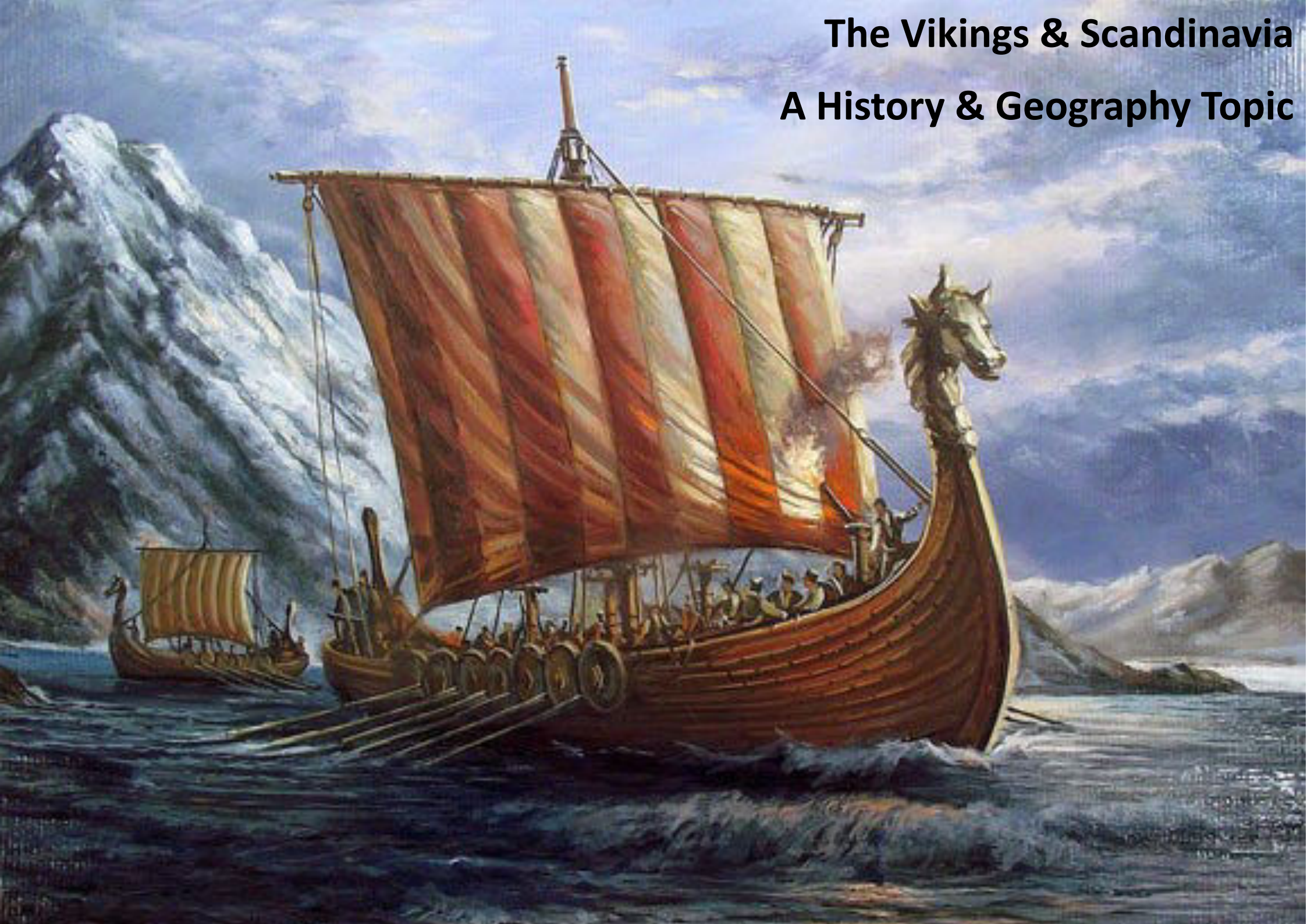


# The Vikings & Scandinavia

## A History & Geography Topic





# The Vikings & Scandinavia

## English

**Quality Text:** Arthur and the Golden Rope

**Fiction Outcome:** Write a sequel to the story

Grammar:

Expanded noun phrases

Relative clauses

Inverted commas and other punctuation for direct speech.

Fronted adverbials

**Non-Fiction Outcome:** Information text about the Vikings

Grammar:

Paragraphs to organise ideas around a theme

Devices to build cohesion

Complex sentences (coordinating and subordinating conjunctions)

Brackets, dashes and commas for parenthesis

## Science

**Properties and Changing Materials**

Identify materials. • Describe materials' properties. • Identify thermal and electrical conductors and insulators. • Identify materials that are soluble or insoluble in water. • Follow instructions to separate mixtures. • Identify irreversible changes. • Predict what will happen in an investigation. • Make observations.

## Maths

**Y4/Y5**

Addition and Subtraction: Decimals

Measurement: Time and Converting Units

Measurement: Perimeter and Area

Geometry: Position and Direction

Statistics

**Y5**

Measurement: Area and Volume

Geometry: Properties of Shapes

Measurement: Time

Statistics

## History

**Vikings & Anglo Saxons**

This unit will teach the children about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.

**Geography  
Scandinavia**

Children will learn about the geography, culture and climate of countries in Scandinavia, including: Norway, Sweden, Denmark, Finland and Iceland. They will complete a comparison between two Scandinavian countries of their own choosing.

## Art

Festival Fiesta

Clay dragon eyes

## PE

**Cricket**

I am able to bowl a ball with some accuracy, and consistency.

I am learning the rules of the game and I am beginning to use them to play honestly and fairly.

I can communicate with my teammates to apply simple tactics.

I can explain what happens to my body when I exercise and how this helps to make me healthy.

I can persevere when learning a new skill.

I can provide feedback using key terminology and understand what I need to do to improve.

I can strike a bowled ball after a bounce.

I can use overarm and underarm throwing, and catching skills with increasing accuracy.

I share ideas and work with others to manage our game.

**OAA (Outdoor and Adventurous Activities)**

I can accurately follow and give instructions.

I can confidently communicate ideas and listen to others.

I can identify key symbols on a map and use a key to help navigate around a grid.

I can plan and apply strategies to solve problems.

I can reflect on when and why I was successful at solving challenges.

I can work collaboratively and effectively with a partner and a small group.

## French

**French and the Eurovision Contest**

This unit uses the concept of the Eurovision Song Contest to get pupils to work in groups writing their own original songs in French, using vocabulary largely drawn from years 3 and 4, including paying attention to rhyming sounds. The children learn additional musical instrument and musical genre vocabulary and expand their knowledge of the French names for European countries.

## Computing

## PSHE

**Jigsaw: Changing Me**

This unit includes sex and relationships education in the context of coping positively with change.

## Values

Happiness & Courage

## RE

Do people need to go to church to show they are Christians?

Do I have a special place?

Are there actions or events that can only happen in my special place? Why? What is special about them to me?

Does it feel better to celebrate something or to do something special with other people who feel the same way as I do, or do I prefer to have special moments in private?

## Music









**Charanga: How does Music Shape Our way of Life?**

Musical Spotlight: Connecting Notes and Feelings.



# Homework Term 6: Vikings and Scandinavia

Due: Friday 12th July

Numeracy	Out and About!	Literacy	
<ul style="list-style-type: none"><li>• Draw a picture of a symmetrical longboat or longhouse.</li><li>• Design a symmetrical shield or helmet.</li><li>• Write 5 Viking mathematical word problems for your classmates to solve!</li></ul> 	<ul style="list-style-type: none"><li>• Visit your local library or bookstore and find some non-fiction books about Vikings.</li><li>• Make up a Viking-themed outdoors game.</li></ul> 	<ul style="list-style-type: none"><li>• Write a Viking saga.</li><li>• Write a fact file about a Viking god or goddess.</li><li>• Read a novel about Vikings and tell a friend or family member about it.</li></ul> 	
Working with Others	<h2>Homework Choice Grid</h2> <h3>Vikings</h3>		Expressive Arts
<ul style="list-style-type: none"><li>• Have a discussion with a friend or relative about the importance of learning about the past.</li><li>• Write a message in Viking runes.</li></ul> 			<ul style="list-style-type: none"><li>• Draw or paint a picture of a Viking god or goddess.</li><li>• Write a song or rap about Vikings.</li><li>• Design a piece of Viking jewellery.</li></ul> 
Let's Get Technical!	Health and Wellbeing	Social Studies	
<ul style="list-style-type: none"><li>• Create a model of a Viking longhouse.</li><li>• Design a Viking-themed board game.</li><li>• Research a famous Viking or Norse god.</li><li>• Use the internet to investigate places in Scotland where you can learn more about Vikings.</li></ul> 	<ul style="list-style-type: none"><li>• Write a food diary for 2 days. Highlight foods you think would have been available for the Vikings.</li><li>• Vikings had to be fit and strong. Create a Viking exercise regime and share with a friend or relative.</li></ul> 	<ul style="list-style-type: none"><li>• Create a model of a Viking longboat that can float.</li><li>• Research the Northern Lights.</li></ul> 	



Create a picture map like this for any of the Scandinavian countries.



Do some Scandinavian baking.



Choose one Scandinavian country and produce a study about it. Be creative about how you present your information.



Read some Scandinavian Folktales and write one of your own.



Find out about the different landscapes across Scandinavia.

Find out about the Scandi practice of Hygge (pronounced hoo-gah) and think about how you could incorporate it into your own life.



More homework ideas...



Cook a traditional Scandinavian dish.

Research Scandinavian Folk Art and produce your own.



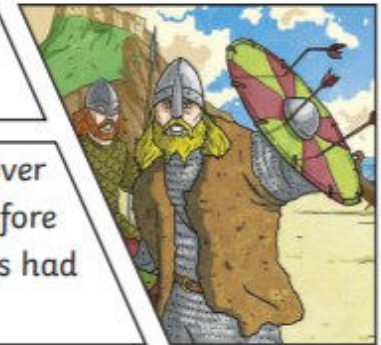


**Key Vocabulary**

<b>Danegeld</b>	"Paying the Dane". King Etherlred paid the Vikings 4500kg of silver to go home but they kept returning and were paid 22,000kg of silver in <b>Danegeld</b> altogether.
<b>exile</b>	To be sent away.
<b>invade</b>	To enter and occupy land.
<b>kingdom</b>	An area ruled by a king.
<b>longship</b>	A long, wooden, narrow boat used by the Vikings.
<b>outlawed</b>	Having all property taken away and no longer being able to live in the community.
<b>pagans</b>	A religion where many gods and goddesses are worshipped.
<b>pillaged</b>	To violently steal something.
<b>raid</b>	A surprise attack.
<b>wergild</b>	A payment system used to settle disputes between a criminal and the victim or their family.

**The Early Vikings**

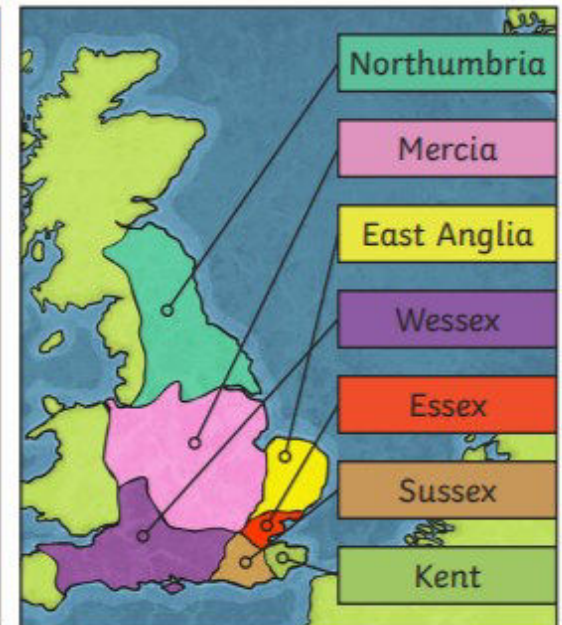
The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called **longships** and first arrived in Britain around AD 787. The Vikings **raided** places such as monasteries and **pillaged** expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials.



The Vikings also wanted to claim land and tried to take over much of Britain. They **invaded** and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain.

**Anglo-Saxon Kings**

The kings of Anglo-Saxon Britain each ruled their own **kingdom** and the people in it. They fought to defend their **kingdom** or take control of other **kingdoms**. When the Anglo-Saxons first settled in Britain, there were seven **kingdoms**, but by AD 878 there was just one **kingdom** left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best known Anglo-Saxon king and the first to defeat the Vikings in battle.





### Viking Life

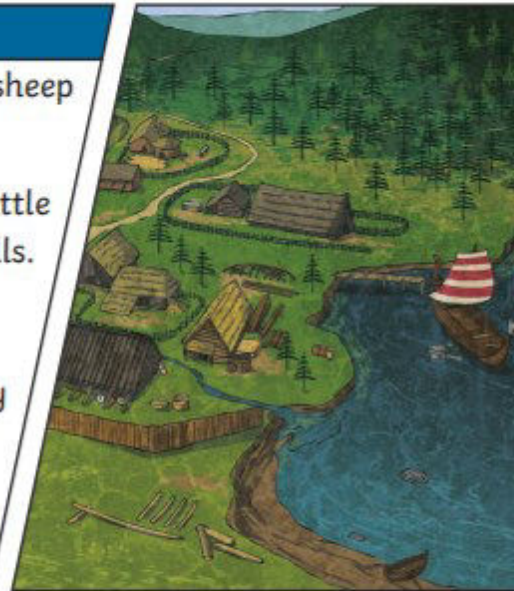
**Farms** - Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat.

**Houses** - Walls made of stone or wood. A straw roof. Wattle and daub (sticks and mud/dung) for the inside of the walls.

**Jewellery** - Worn to show off how rich a person was.

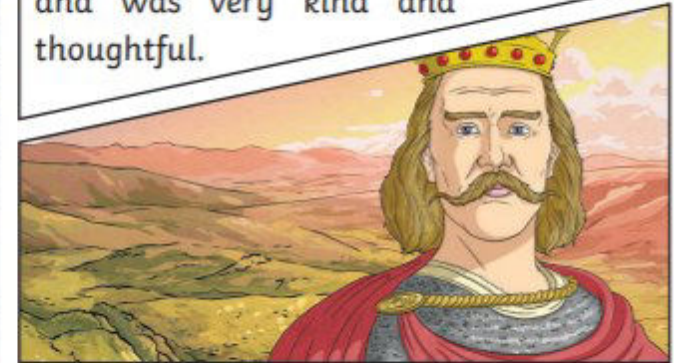
**Pagans** - Vikings arrived as **pagans** but eventually converted to Christianity.

**Sagas** - Vikings used rhyme to tell stories about adventures and battles against monsters.



### The Last Anglo-Saxon Kings

AD 1042 – Edward the Confessor became King. He was known as 'the Confessor' because he led a very religious life and was very kind and thoughtful.



### Anglo-Saxon Laws and Punishments

The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. These were often very brutal and would be carried in public to act as deterrents, to discourage others from committing such crimes. Stoning, whipping and **exile** were common punishments; as well as paying a fine (**wergild**), or receiving reparations in the form of hot or cold water ordeals.



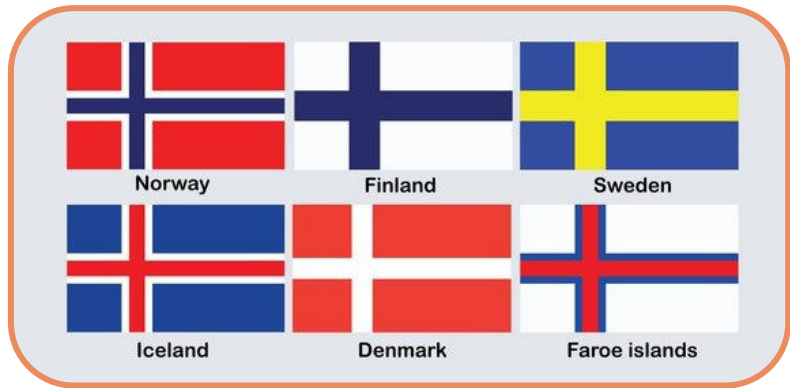
AD 1066 – Harold II tried to stop Harald of Norway from invading England and killed him in the Battle of Stamford Bridge.

### Viking Laws and Punishments

Viking laws were not written down but passed on by word of mouth. Punishments could include fines, being semi-**outlawed**, fighting to the death, or revenge on someone who has killed a family member.

William, the Duke of Normandy, thought he should be king so came to fight Harold in the Battle of Hastings (AD 1066). Harold was shot through the eye with an arrow and died in the battle. William of Normandy, who became known as William the Conqueror, became King, bringing the Viking and Anglo-Saxon age to an end in AD 1066.





## Scandinavia Key Words



### SCANDINAVIA

This term often refers to the group of countries consisting of Norway, Denmark and Sweden.



### OSLO, COPENHAGEN, AND STOCKHOLM

These are the capital cities of Norway, Denmark and Sweden respectively.



### NORDIC CROSS

This cross appears on all three of the Scandinavian flags and appears to link back to Christianity in the regions during the 13th century.



### BALTIC, NORWEGIAN AND NORTH SEA

These are the three seas surrounding the area of Scandinavia.



### SCANDINAVIAN DESIGN AND ART

Scandinavian design is distinctive due to its use of clean, simple lines. Scandi art often uses a muted colour palette.



### NORTHERN LIGHTS

Also known as the aurora borealis, the Northern Lights can be seen in parts of Scandinavia from September to March each year. The Northern Lights are a natural display of coloured light caused by charged particles from the sun interacting with Earth's atmosphere.



### VIKINGS

The Vikings were a group of warriors from the region that is now known as Scandinavia. They arrived in Britain in the 8th century. The Vikings were known for sailing seas and taking treasure. The word Viking comes from a language called Old Norse and means 'a pirate raid'.



### POLAR NIGHT

This phenomenon occurs when there are more than 24 hours without daylight. It only happens in the polar circles.



### MIDNIGHT SUN

The opposite of a polar night, the midnight sun is where the sun does not go below the horizon for more than 24 hours - meaning more than 24 hours of daylight.



### OLD NORSE

The old Germanic language which all modern Scandinavian languages have evolved from.

## Map of Europe



## Links to the PE National Curriculum

- Pupils should enjoy communicating, collaborating and competing with each other.
- Pupils should take part in outdoor and adventurous activity challenges both individually and within a team.

### Key Skills: Physical

- Balance
- Running



### Key Skills: S.E.T

- Social: Communication
- Social: Teamwork
- Social: Trust
- Social: Inclusion
- Social: Listening
- Emotional: Confidence
- Thinking: Planning
- Thinking: Map reading
- Thinking: Decision making
- Thinking: Problem solving

## Why OAA?

Team building games are a great tool for helping your pupils learn to work together, listen carefully, communicate clearly and think creatively. They also give your pupils the chance to get to know each other, build trust as a class and develop vital life skills.

### Top tips for teaching Team Building:

- Encourage your class to think independently whilst working collaboratively.
- Mix up who the children work with. Working with children whom they have different relationships with allows them to develop a new set of social skills.
- Build on the learning in the lessons by identifying when these positive behaviours are used in different situations throughout the school day.

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 4 would use Year 3 and Year 4 vocabulary

**Year 3**

- Navigate
- Grid
- Plan
- Rules
- Route
- Discuss
- Trust

**Year 4**

- Collaborate
- Inclusive
- Symbol
- Effectively
- Orientate

## Teacher Glossary

**Orientate:** To find your location in relation to a map.

**Control:** Is what the pupils are looking for and are referenced on a map.

**Course:** The route chosen for the controls which need to be visited in order.

**Symbol:** A sign, shape or object representative of different features on a map. E.g. a triangle for a mountain.





## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Underarm and overarm throwing
- Catching
- Over and underarm bowling
- Fielding and tracking a ball
- Batting

### Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Observing and providing feedback
- Thinking: Applying strategies



## A player is out if:

- **Bowled out:** The bowler bowls a ball that hits the wicket.
- **Caught out:** The batter hits the ball and the ball is caught by the bowler or a fielder before it hits the ground.
- **Run out:** The batters, when going for a run, fall short of the crease and the stumps are hit by the fielding team.
- **Stumped out:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.
- **Hit wicket:** The batter hits their own wicket.
- **LBW:** The ball hits the batter's **L**eg **B**efore the **W**icket when the ball is travelling towards the wicket.

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 3 would use Year 3 and Year 4 vocabulary

• Strike • Runs • Wicket • Wicket Keeper

### Year 3

• Fielding • Batting • Grip • Bowl

### Year 4

• Stance • Retrieve • Two-handed pick up

• Technique • Stumped • Short Barrier

## Teacher Glossary

**Fielder:** A player on the fielding team, especially one other than the bowler or backstop / wicket keeper.

**Batter:** A player on the batting team.

**Runs:** The unit of scoring.

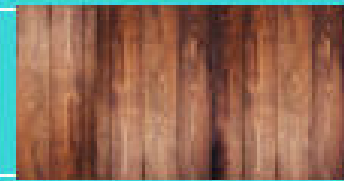
**Bowler:** The player who starts the game by bowling to the batter.

**Wicket Keeper:** The player on the fielding side who stands behind the wicket.

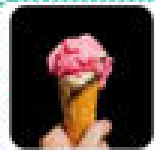
**Stumped:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.

**Crease:** The lines in front of the wickets that mark positions for the bowler and batter.





## Lesson Sequence



1. Explore properties of materials



2. Explore thermal conductors and thermal insulators



3. Explore hardness of materials



4. Discover materials that are soluble in water



5. Investigate the solubility of materials



6. Explore how mixtures can be separated by filtering, sieving, evaporating or magnets

## Properties of Materials

conducts energy	
insulates energy	
transparent	
waterproof	
durable (strong)	
magnetic	

## Everyday Materials

Metal saucepans **conduct** heat to warm food.



Wooden spoons and plastic handles **insulate** heat so hands do not get burned.

## Soluble Materials

Some solids **dissolve** in water (**SOLUBLE**).



Some solids do not **dissolve** in water (**INSOLUBLE**).



## Separating Materials

### Sieving



### Filtering



### Magnetism















Magnetic metals:  
 • iron  
 • nickel  
 • steel





## Rocket Words

	conductive	a material that allows heat and/or electricity to pass through it
	magnetic	material that is attracted to a magnet
	thermal	using or producing heat
	conduction	heat moving from one object to another through contact
	hardness	resistance to scratching and pressure
	force	when an object is acted upon by a pull or push motion in a specific direction
	dissolve	to mix with a liquid and become part of the liquid
	solute	a substance that can be dissolved in liquid
	solvent	a substance that can dissolve in a solute, water is a solvent
	substance	any material, such as sugar
	filtering	the separation of a mixture using a tool with small holes to separate particles
	evaporation	the process where a liquid changes into a gas



## Puzzle Outcomes

- To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.
- To appreciate that I am a truly unique human being.
- To correctly label the internal and external parts of male and female bodies that are necessary for making a baby.
- To understand that having a baby is a personal choice and express how I feel about having children when I am an adult.
- To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.
- To know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
- To know how the circle of change works and can apply it to changes I want to make in my life.
- To be confident enough to try to make changes when I think they will benefit me.
- To identify changes that have been and may continue to be outside of my control that I learnt to accept.
- To express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.
- To identify what I am looking forward to when I move to a new class and reflect on the changes I would like to make next year and can describe how to go about this.

## Y4 PSHE Jigsaw Knowledge Organiser Changing Me

### Changing Me at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we help others to have a positive self-image and self-esteem. We understand that changes can be difficult but we are aware of the changes that happen as we grow up.



Our Values of the term: Happiness and Courage



### Key Vocabulary

Unique	Being the only one of its kind.
Characteristics	a distinguishing feature of a person or thing.
Vagina/ vulva	The inside passageway to the cervix and uterus.
Womb/uterus	The part inside a woman's body where a baby grows before it is born.
Ovaries	The organ in a female animal that produces eggs and certain hormones.
Fallopian tubes	Tubes that connect the ovaries to the uterus.
Puberty	The process of physical changes through which a child's body matures into an adult body capable of sexual reproduction.
Conception	The process in which a woman's egg is fertilised and she becomes pregnant.
Fertilise	A sperm from the male joins with the egg, causing a baby or young animal to begin.
Menstruation	The process in a woman of discharging blood and other material from the lining of the uterus at intervals of about one lunar month.
Sexual intercourse	The physical act of sex between two people.

### Weekly Celebrations:

Week 1 - Understand that everyone is unique and special.

Week 2 - Can express how they feel when change happens.

Week 3 - Understand and respect the changes that they see in themselves.

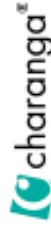
Week 4 - Understand and respect the changes that they see in other people.

Week 5 - Know who to ask for help if they are worried about change.

Week 6 - Are looking forward to change.



# Knowledge Organiser - Unit 5 Year 4



Musical Spotlight: Connecting Notes and Feelings

Name: \_\_\_\_\_

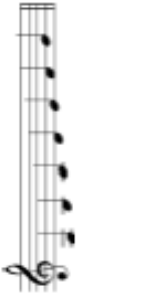
Social Theme: How Does Music Shape Our Way of Life?

Class: \_\_\_\_\_

## Understanding Music

<b>Tempo:</b>	Adagio — At a slow speed (68 bpm)
<b>Time Signature:</b>	4/4 — there are four crotchet beats in a bar
<b>Key Signature:</b>	A minor — there are no sharps or flats in the key signature
<b>Rhythmic patterns using:</b>	Minims, crotchets, dotted quavers, quavers and semiquavers

## Improvise Together

<b>Time Signature:</b>	4/4
<b>Key Signature:</b>	A minor
<b>Notes:</b>	A, B, C, D, E, F, G 

### SONG 1

#### Train Is A-Comin'

Style: Gospel

**Time Signature:** 4/4 — there are four crotchet beats in a bar  
**Key Signature:** C major — there are no flats or sharps in the key signature



Circle the part you played:

Part 1: C, D, E, G, A

Part 2: C, D, E, G, A

(Recorder): C, D, G, A

Part 3: C, D, E, G, A

(Recorder): C, G, A

Part 4: C

Circle the notes you improvised with:

D, E, F, G, A

Circle the notes you composed with:

D, E, F, G, A, B, C#

### SONG 2

#### Oh Happy Day

Style: Gospel

**Time Signature:** 4/4 — there are four crotchet beats in a bar

**Key Signature:** G major — there is one sharp in the key signature



Discuss together what this song was about. Write down three words about the song:

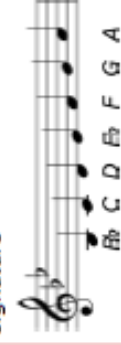
### SONG 3

#### A World Full Of Sound

Style: 20th and 21st Century Orchestral

**Time Signature:** 4/4 — there are four crotchet beats in a bar

**Key Signature:** B $\flat$  major — there are two flats in the key signature



Discuss together what this song was about. Write down three words about the song:



## French: Year 4 - Eurovision Song Contest

### Sentence structure and phrases



Quel genre de musique préfères-tu?  
/What music do you prefer?

J'aime la musique  
pop mais je déteste  
la musique classique



I like pop music but I  
hate classical music

Moi, je n'aime pas  
la musique jazz, je  
préfère la musique  
rock



Me, I don't like jazz  
music, I prefer rock music

#### Key phrases

J'aime	I like	Je n'aime pas	I don't like
Je préfère	I prefer	Je déteste	I hate

When saying what instrument you play, Jouer - to play is followed by 'de' + instrument

de changes depending on the definitive article  
le/la/les of the instrument.

de + le = du

de + la = de la

de + les = des

de + l' = de l'

Tu joues d'un instrument? - Do you play an  
instrument?

Je joue du piano

Je joue de la batterie

I play the piano

I play the drums

Changing a sentence into the negative form:  
Place **ne ... pas** around the verb

Je **ne** joue **pas**  
d'instrument

I don't play an  
instrument

#### Key fact

The Eurovision song contest is an annual  
singing competition where European countries  
compete to win.





Le piano  
the piano



Le violon  
the violin



Le saxophone  
the saxophone



Le clavier  
the keyboard



La guitare  
the guitar



la flûte  
the flute



la clarinette  
the clarinet



la batterie  
the drums



la trompette  
the trumpet



la flûte à bec  
the recorder



La France  
France



La Suisse  
Switzerland



Le Royaume-Uni  
the UK



L'Allemagne (f)  
Germany



L'Italie (f)  
Italy



Les Pays-Bas  
The Netherlands

Les pays de l'Europe

European countries



1s |  $\frac{1}{10}$ s |  $\frac{1}{100}$ s

1 | 01 01 | 001 001

1 | 01 01 | 001 001

1 2 4 | 01 | 001 001

+ 1 3 8

---

2 6 2

Exchange 1 tenth for 10 hundredths

Regroup the 12 hundredths into 1 tenth and 2 hundredths

2.313

- 1.25

---

1.18

10 to 3 in the morning  
2:50 a.m.  
02:50



10 to 3 in the afternoon  
2:50 p.m.  
14:50

24 hour digital convert

1 hour = 60 minutes  
so 4 hours = 240 minutes



1 year = 52 weeks  
so 5 years = 260 weeks



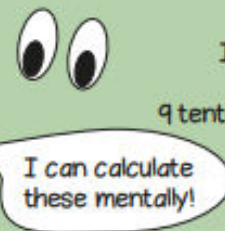
1 week = 7 days  
so 4 weeks = 4 x 7 = 28 days

1 kilometre = 1000 metres  
1 kilogram = 1000 grams  
1 litre = 1000 millilitres



0.54 + 0.32 = ?

If I know 54 + 32 = 86  
then I know  
54 hundredths + 32 hundredths  
= 86 hundredths  
so ...  
0.54 + 0.32 = 0.86



0.9 - 0.4 = ?

If I know 9 - 4 = 5  
then I know  
9 tenths - 4 tenths = 5 tenths  
so ...  
0.9 - 0.4 = 0.5



5cm | 8cm | 10cm | 4cm | 4cm

Perimeter = 10 + 8 + 5 + 4 + 5 + 4 = 36cm

The perimeter of a shape is the total distance around the outside of the shape

perimeter length area squares

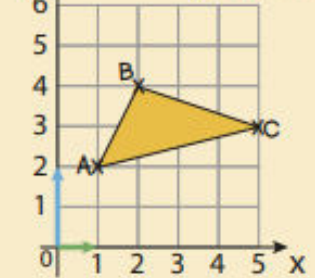
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Area = 20 squares

The area of a shape is the amount of space inside a shape.

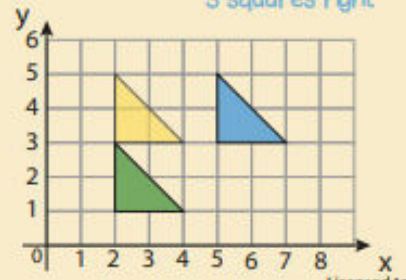
# Year 4 Term 6

## Coordinates (horizontal, vertical)



The coordinates of the points are:  
A = (1, 2)  
B = (2, 4)  
C = (5, 3)

Translate the triangle 2 squares up and 3 squares right



14 - 9 = 5  
so 5 more children like rounders than rugby

Number of children

Rugby Football Rounders

Sports



Graph to show growth of a sunflower

Height in cm

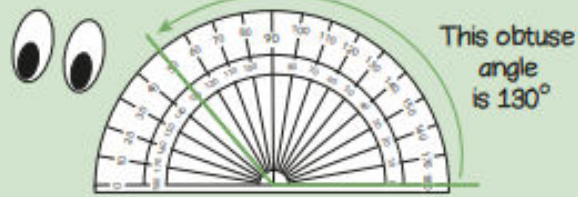
Number of days

From day 5 to day 10 the sunflower grows 12 - 4 = 8 cm





An acute angle is less than  $90^\circ$



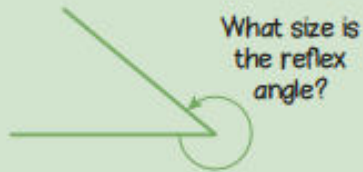
An obtuse angle is more than  $90^\circ$  and less than  $180^\circ$



The sum of the angles at a point on a straight line is  $180^\circ$



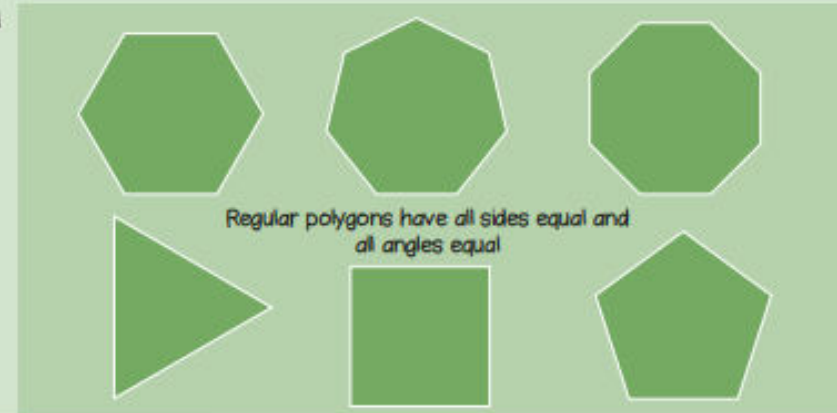
The sum of the angles at a point is  $360^\circ$



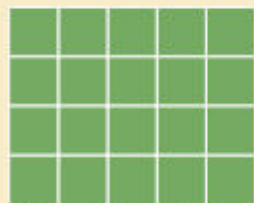
A reflex angle is more than  $180^\circ$  and less than  $360^\circ$



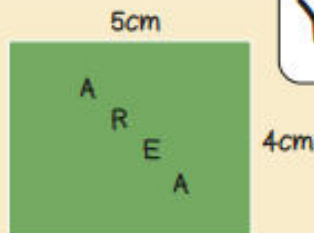
The reflex angle is  $360^\circ - 40^\circ = 320^\circ$



## Year 5 Term 6

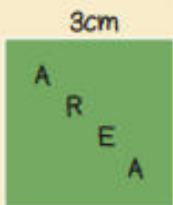


4 rows of 5 = 20 squares



Area of rectangle = length x width  
 $= 5 \times 4$   
 $= 20\text{cm}^2$

The area of a shape is the amount of space inside a shape



Area of the square =  $3^2$   
 $= 3 \times 3$   
 $= 9\text{cm}^2$

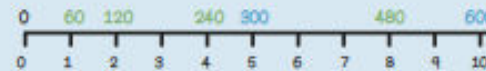
Volume is the amount of space a 3D shape takes up



The volume is 7 cubes or  $7\text{cm}^3$



60 seconds = 1 minute  
 so 240 seconds = 4 minutes

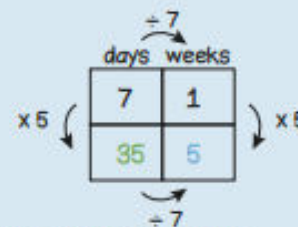


60 minutes = 1 hour  
 so 240 minutes = 4 hours



24 hours = 1 day  
 so 120 hours = 5 days

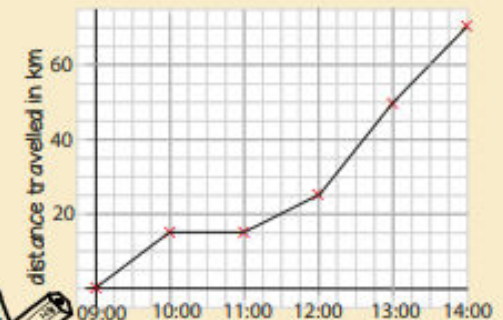
7 days = 1 week  
 35 days = 5 weeks



Bus timetable

Ashley	09:30	11:50	16:15
Barton	10:10	12:30	17:00
Calford	10:52	13:12	17:44
Digley	11:08	13:28	18:02

The 11:50 bus from Ashley takes 1 hour and 22 minutes to reach Calford



From 11a.m. to 1p.m. they travelled 35km







## Discovery RE Knowledge Organiser



This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry. The summaries must not be taken as the beliefs of ALL members of the particular religion.



<b>Religion /Worldview: Christianity</b>	<b>Enquiry Question: Do people need to go to church to show they are Christians?</b>	<b>Age: 8/9 Year Group: 4 Summer 2</b>
This enquiry looks at some of the rites (or Sacraments) that are performed in churches (the Christian place of worship) and investigates how and why Christians might choose to worship in a church (rather than e.g. just pray at home).		



<b>Core Knowledge</b> (see also background information documents)	<b>Link to other aspects of belief</b>	<b>Personal connection / resonance</b>	
<p>Jesus taught about worship in the Bible and praying .</p> <p>Baptism is generally a rite for babies although adults can choose to be baptised later in life. It confers the name of the person and their part in God's family.</p> <p>Many Christians would choose to get married in church to confer God's blessing on the marriage.</p> <p>Churches frequently have art or symbols which may remind the Christian of his or her beliefs or the life of Jesus or other figures from the Bible or later saints. These can help the Christian focus when in church which they may find more difficult e.g. at home where there are more distractions.</p> <p>Consider the feelings a place evokes as well as the building and what happens there. These feelings may be one of the reasons a Christian would choose to go to church.</p>	<p>Love of God and love of neighbour can be demonstrated by a Christian through service to the Church and its community (e.g. arranging flowers, reading, taking communion to the sick, contributing to music etc). Other Christians will consider it most important to do good work in the community as well as or instead of helping specifically in the church building or services. These were the commandments given by Jesus in Matthew 22:37-40.</p>	<ul style="list-style-type: none"> <li>• Do I have a special place?</li> <li>• Are there actions or events that can only happen in my special place? Why? What is special about them to me?</li> <li>• Does it feel better to celebrate something or to do something special with other people who feel the same way as I do, or do I prefer to have special moments in private?</li> </ul>	
<b>Key Terms and definitions</b>	<b>History/Context</b>	<b>Impact on believer/daily life</b>	<b>Spiral curriculum link</b>
<p><b>Sacraments:</b> rites which are often performed in Churches such as marriages, baptisms and communion/Eucharist.</p> <p><b>Eucharist/Communion:</b> the taking of bread and wine in remembrance of the events of the Last Supper</p>	<p>Whilst Holy Communion or Eucharist is usually carried out in church, it should be noted that people who wish to but cannot come to church e.g. because they are sick, can receive communion from a minister who can take it to them. However, for many Christians,</p>	<p>Although many Christians will attend church, the regularity and reasons for attending may vary hugely. Some Christians will attend weekly or even daily to pray and receive communion. Some will attend only for larger festivals such as Christmas and Easter or for family events such as weddings, baptisms or</p>	<p>The Yr5 Summer 2 enquiry builds on this by pulling together all learning about Christianity so far in its discussion about wider commitment including church attendance.</p>