

# Key Skills Map

Our theme is: Anglo-Saxons



## Areas of Learning

As Geographers, we will be identifying where the Anglo-Saxons came from and where, in the UK, they settled and why.

As scientists we will be investigating humans and other animals. We will be investigating the changes that humans and other animals go through as they age.

As users of technology we will be developing our own games and puzzles using our knowledge on coding.

## Enterprise

As enterprising people we will be creating our own secret code using the alphabet the Anglo-Saxons used.

## Knowledge of the world

As people who know about our world we will identify how the Anglo-Saxons came to invade and settle in the UK. We will use our map skills to identify where they came from and why they came to settle.

## Technology

As people who understand technology we will manipulate software to create our own games which can be used and enjoyed by an audience.

## Ambition

As ambitious people we aim to identify how we can continue to use the British values in a way which would improve the world, using examples of how the Anglo-Saxons influenced our way of life.

## Learning across the curriculum

### Literacy

- Choose relevant information or ideas.
  - Add detail to descriptions (using adverbial and noun phrases).
- Develop viewpoints.
- Use paragraphs to make logical links.
  - Use punctuation, including speech punctuation accurately.
  - Use commas to mark clauses accurately.
  - Explain how and why the type of sentence varies throughout a text.
  - Explain why the writer chooses a style of writing.

### Maths

- Use multiplication facts to quickly derive division facts.
- Be fluent in written calculation skills for all operations.
- Solve problems with and without a calculator.
- Use written methods to solve problems involving multiplying and dividing three-digit numbers by two-digit numbers.
- Solve multi-step problems involving all operations.

### Using ICT

- design an original character or backdrop for a game.
- I can add features or effects to enhance a game.

### Personal Development

Push yourself  
Imagine  
Improve  
Understand Others  
Don't give up

### PE and PSHE

- I compare and comment on the skills, techniques and ideas used in my work and in others'.
- I link skills, techniques and ideas and apply them accurately and appropriately.
- I choose the most appropriate tactics in a game.
- I select and combine my skills, techniques and ideas.
- I apply my skills, techniques and ideas accurately, appropriately and consistently.
- I use tactics and follow rules.
- I plan my approach to attacking and defending.
- I make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs.
- I understand the physical changes that take place in the human body as we grow and how these relate to human reproduction.

### Art and Music

- I compose by developing ideas within musical structures.
- I use a variety of notations when I compose.
- I compose music for different occasions using appropriate musical devices.
- I relate the work of others to both context and purpose.
- I adapt and refine my ideas, methods and intentions.

## Subject Key Skills

### History, Geography and Citizenship

- I recognise and describe geographical patterns.
- I show knowledge and understanding of the geography of the UK and the wider world.
- I communicate my findings using appropriate vocabulary.
- I select information and sources of evidence.
- I identify bias in evidence.
- I recognise and describe the physical and human features of places.

### Science and Design Technology

- I describe processes and phenomena related to organisms, their behaviour and the environment [drawing on abstract ideas and using appropriate terminology, for example the main functions of plant and animal organs].
- I analyse findings to draw scientific conclusions that are consistent with the evidence.
- I recognise that both evidence and creative thinking contribute to the development of scientific ideas [such as the classification of living things].
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