**Health**

Understand how medicines work in the body.

Understand how important it is to use medicines safely.

Understand the importance of keeping ourselves clean.

**Literacy and English**

**Listening and Talking**

Participate in group discussion to identify a problem and create a new invention to fix it.

Share questions to ask a famous inventor.

**Reading**

Read for information about inventors and take notes to create own texts.

Demonstrate my understanding by completing comprehension activities.

**Writing**

Write a biography of a famous inventor.

Create a poster to advertise my own invention.

Create a fact file about a famous invention.

Create a comic strip about a famous scientist’s invention.

**Numeracy and mathematics**

**Numeracy**

Multiply by skip counting.

Multiply using repeated addition.

Multiply using arrays.

Multiply using known facts.

Divide by sharing.

Divide by grouping.

Solve word problems using multiplication and division.

Name fractions.

Count fractions.

Compare fractions.

**Mathematics**

Investigate repeating patterns.

Estimate, measure and record length in standard units.

**Theme**

**Inventors**

**French**

Understand and respond to classroom instructions in French.

Ask and respond to questions about family and where we live in French.

Plans will adapt in response to the interests of the children.

**Social Studies**

Explore images and video clips of inventions made by famous Scottish inventors.

Discuss what leads people to invent.

Create a timeline of significant inventions within Scottish history.

Compare and contrast the value of different inventions.

Order events on a timeline during the life of a famous inventor.

Discuss the impact that some Victorian inventions have on our lives today.

Explore how inventions change over time.

Research a famous inventor.

• respond to a classmate’s solo talk by suggesting 2 stars and a wish

• develop ideas, opinions, information and experiences about the Vikings

• take on board what my peers have to say and offer a response to their ideas or opinions

• refer to research that I have carried out when I am involved in group discussions

• plan and deliver a group talk about the Vikings, considering audience awareness, as well as fluency, eye contact, pace and expression

Reading

• use the topic words that I have learned any time I am discussing the Vikings

•find information on a given topic from more than one source

•use the Internet to source information

• change what I have read into my own words

• carry out independent research as part of my Vikings fact file

Writing

• create a short story about a Viking which includes some true facts about Viking life

• write a diary entry from a real-life Viking, and can use my research about Viking daily life to help me

• create a dictionary of Viking topic words and their definitions

• self-assess my own writing based on the success criteria

• use the information that I have gathered from my own research to create my fact file

• research and share findings on one of the Viking Gods

• create a newspaper report about a Viking raid

•create a Viking character description, first by drawing and labelling a Viking, then write a character profile and narrative paragraph

• use search facilities to access and retrieve information about the Vikings

• suggest key words that will help me with my Internet search

• evaluate the usefulness of a range of internet sources

• explain the process of saving information and locating it at a later date

• create a simple PowerPoint to display what I have learned

• use some of the more complex features of PowerPoint to make my slides attractive and interesting for my audience

• create a 3D model Viking longship in a group

•with a group, invent a Vikings board game using stones.

• create a 3D picture of a Viking ship at sail;

**.** create a portrait of a Viking

• create an aged Viking map

• design and create a Viking shield

• write name in Viking Runes

•use weaving boards to weave a small piece of cloth

•use clay or plasticine to make a Viking style brooch/arm-ring/ Thor’s Hammer amulet for good luck

**Theme**

**Inventors**

**Expressive Arts**

Design and draw an invention.

Recreate a portrait of an inventor.

Draw a picture of my favourite invention.

Take on the role of judge in “Scotland’s Next Top Inventor” T.V. programme.

Take on the role of an inventor in the programme.

Discuss performances and give constructive feedback.

**STEM**

Learn about the human body and be able to identify the organs of the body and their uses.

Identify and describe the functions of the senses.

Name bones in the body and describe the function of the skeleton.

Identify some effects of medicine on the body and be able to describe ways of staying safe around medicines.

Build models of organs and bones in the body to aid our learning.

Use digital technology to enhance learning about the human body.

**RME**

Understand why Christians celebrate Easter.

Explore the ways in which Christians celebrate Easter.

Explore some Jewish beliefs, customs and festivals.