



ENGLISH (writing)

Summer 1: FICTION - Recognising and using features of a Viking saga to tell their own Saga/Story, developing descriptive language, similes, metaphors and becoming confident in using inverted commas for speech

NON- FICTION –Through investigating rocks and soils, children will create Non- Chronological reports, developing structure and using organisational features confidently. They will also increase their confidence using subordination.

Summer 2: FICTION – Developing structure and descriptive language through poetry relating to the trip and surrounding environment/Viking journey

NON-FICTION – Children will explore persuasive texts as they write their own Manifesto and letters to a local MP as well as an Explanation texts as they describe how a plant grows.

MATHS

Number fractions: Children will recognise and show equivalent fractions with small denominators. Add and subtract fractions with the same denominator, compare and order unit and non-unit fractions with the same denominator, Solve problems using these skills.

Measurement- Time: Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].

Properties of shape: Recognise angles in shapes and as a turn, Identify horizontal, vertical, perpendicular and parallel lines, recognise 2D and 3D shapes in different orientations and draw and make 2&3D shapes.

Measurement-Mass and Capacity: Use the appropriate tools to measure weight and mass including comparing and using mixed units. Measure, compare, add, subtract and solve problems.

GEOGRAPHY

Focussing on Coasts and mountains, children will share the story 'A Pebble in My Pocket' and make connections between their knowledge of rocks and soils in Science and geographical formations and features. They will be able to identify and label coastal features and explain basic coastal erosion. Children will be able to identify and name different types of mountains and explain what life is like in coastal and mountainous areas. Using aerial images and maps, children will be able to identify mountainous and coastal areas. Linked to the topic, they will be able to identify why the UK was an ideal place for Vikings to invade. They will also become more familiar with the points of a compass and begin to use a key on a map.

ENGLISH (reading)

Focus- Text purpose and evaluating texts

Viking Invasion...I was there by Tony Hill – Start to identify the Author's main purpose for writing.

Evaluate specific texts with reference to text types – is the text persuasive? Is the text informative?

The Accidental Prime Minister- Tom Mclaughlin – Children will begin to investigate humour in a text and develop their tone, volume and intonation through the use of punctuation

There's a Viking in my Bed by Jeremy Strong – Predicting and inferring-Identify and discuss characters, speculating how they might behave, giving reasons.

Discuss the actions of the main characters and justify views using evidence from the text.

Children will also explore and tell a Range of Viking Sagas

SCIENCE

Chemistry: Rocks and Soils – Children will share the story of 'The Street Beneath My Feet'. They will learn to name the three main types of rock the identify and group them based on their simple physical qualities. They will describe in simple terms how fossils are formed when things that have lived are trapped within rock. Children will also recognise that soils are made from rock and different organic matter.

Biology: Plants – Children will make connections with previous learning about plants as they identify and describe the functions of different parts of flowering plants. They will explore the requirements of plants for life and growth and investigate the way in which water is transported in plants. Children will also explore the part that flowers play in the life-cycle of flowering plants.

HISTORY

Children will learn who the Vikings were and where they came from. They will begin to understand their links to Anglo-Saxons and through this, will become more confident using a historical time-line, placing events in history. Children will develop their understanding of everyday life for a Viking, referencing a range of historical sources and real-life experience and will be able to explain the relationship between the Anglo-Saxons and the Vikings and their struggle for power in Great Britain, considering the perspective from both sides. Children will explore the effects and changes that the Vikings brought to the UK, its people and its geography.

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative Expression

Enterprise

Justify



PSHE

Every term we will discuss and reflect how to stay safe (including e-safety) and recognise and discuss a range of emotions and strategies to cope with different feelings.

FRIENDS & FAMILY: Identify how thoughts, feelings and worries can affect our relationships with friends and family, Develop strategies to help share thoughts, feelings and worries and recognise that change can affect our feelings.

GROWING BODY: Knowing I can choose what happens to my body, how to say no and who to tell. Also learning that images in the media, about how they should look, think and behave are not always realistic.

ART

SCULPTURE: Children will begin to develop an appreciation and understanding of the story of sculpture through the ages and understand the wide range of mediums available.

Clay: With inspiration from Bernard Leach children will use clay to form coiled and slab-built structures and change the surface texture of the clay in a variety of ways.

Environmental Sculpture: Exploring the work of Andy Goldsworthy and Anthony Gormley, children will use creative expression to make sculptures from natural and found objects in their local environment and on their trip.

COMPUTING

Every term we develop e-safety awareness and the basic knowledge and skill required to access the computing curriculum.

DIGITAL LITERACY: Choose word processing or desktop publishing tools to create documents, posters, leaflets etc.

INFORMATION TECHNOLOGY: Search by Key word and Key phrases, Bookmark a page and put it in favourites.

COMPUTER SCIENCE: Use and edit a prewritten program to achieve a specific (and amended) outcomes e.g. change backgrounds, characters/sprites, movement etc.

MUSIC

Children will explore AFRICAN DJEMBE drums, their origin, their place in West African culture and appreciate the layered sound qualities that can be created.

Children will investigate all parts of the instrument and explore the sounds that they can create. They will work in groups, listen with attention and detail to learn and internalise different drumming patterns. They will also learn to perform their own simple composition, layering over another rhythm. They will become familiar with singing vocabulary learning to sing in unison, a round, call and response and harmony parts.

RE

WHAT IS WORSHIP? Children will be able to explain what worship is and why it is important to Christians and the perspectives of other faiths. Children will also investigate Holy days and gain further knowledge about the Christian Church and other places of worship

QUALITIES OF A RELIGIOUS LEADER: Children will gain knowledge and understanding of the qualities of a good leader and consider how they are demonstrated by the leaders/founders of different world faiths. They will enquire into the roles and responsibilities of modern leaders of worship and reflect on the impact they have on

DESIGN (Autumn 2)

Linked to the Viking invaders theme, children will consider the design qualities of a Viking building. They will consider natural materials and how they can be used to best effect to design an effective shelter. Children will then design and make models of their designed shelter and work in teams to construct a larger example of a shelter. Children will evaluate the effectiveness of the shelter judged by its sturdiness, weather proofing etc and consider ways in which it could be improved, justifying their reasoning.

PE

Net and Wall-Develop racquet and ball control, hitting and aiming skills and returning the ball.

Athletics- Develop longer distance running and sprinting techniques, throwing and jumping techniques and transferring a baton. Effectively for a relay.

Striking and Fielding – Begin to throw and catch accurately combined with fielding skills to catch the ball. Learn batting control and the role of the back stop then combine these skills and basic striking and fielding tactics to work effectively as a team

Outdoor and Adventurous- Begin to work as a team undertaking basic orienteering skills in and outside.

SPANISH

Children will now be using correct pronunciation and begin to show awareness of sound/spelling links which will be indicated in the simple words that they begin to write. These skills will be applied as they plan and prepare for a Spanish themed day in class where they will display their skills in greeting one another and sharing simple personal information about themselves. They will also, at this point have developed an awareness that nouns may have different genders and understand the clues to recognise this.

ENHANCEMENT & CELEBRATION

Through a visit to Martin Mere Living History experience, children will begin to make connections to the past by becoming Vikings for the day and learn about the Viking way of life.

Children will also perform a Djembe drum concert piece to parents to celebrate the musical skills they have learned throughout the year. Y3 will also visit Elnup woods to create environmental sculptures inspired by the artists they have been learning about. This trip will also act as a celebration as children apply the skills they have learnt this term.

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