

ENGLISH (writing)

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

NON- FICTION –Non- Chronological reports about a range of subjects relating to history, geography and science this term.

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

NON-FICTION – Children will Write their final Y3 Essay discussing why the Vikings came to the UK and the lasting impact their invasion had.

#makingconnections #Shareastory #justify

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.

#makingconnections #resilience

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, using aerial images and maps, children will be able to identify mountainous and coastal areas. Linked to the topic, they will be able to locate the Scandinavian countries of Norway, Sweden and Denmark, and identify why the UK was an ideal place for Vikings to invade. They will compare and contrast Norway with the United Kingdom and apply their geographical knowledge to explain the similarities and differences between the two countries.

#shareastory #makingconnections #explore

ENGLISH (reading)

Focus- Text purpose and evaluating texts

The Suitcase Kid by Jacqueline Wilson– 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?

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.

A Range of Viking Sagas

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SCIENCE

Biology: Plants – Children will be able to 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, including pollination and seed dispersal.

Physics: Magnets and Forces – Children will investigate how things move on different surfaces. They will explore how magnets work and will identify materials which are magnetic.

#investigate #explore

HISTORY

Children will learn who the Vikings were and where they came from. They will begin to understand their links to the 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.

#makingconnections #explore #investigate #perspectives

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative
Expression

Enterprise

Justify



Year 3 (2020/21) – Summer – Settlers and Invaders



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.

#resilience #justify ~perspectives

ART

Paint: Mixing flesh tones and muted tones as children create Viking portraits and shields at the beginning of our topic.

Sculpture: Beginning to develop an appreciation and understanding of sculpture through the ages and understanding 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 create sculptures from natural and found objects in their local environment and on their trip.

#creativeexpression #makingconnections #perspectives

COMPUTING

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

Creating Media – Y3 Will be learning about animation in particular; stop motion animation. We will recognise that animations are a series of pictures taken with very slight movements between each picture. We will explore animation through paper flip charts and then digital photography. Finally, creating our own stop motion animations based around the Vikings.

MUSIC

Being the most complex of the percussion instruments, children will develop attention and listening skills as they work towards their end of term performance. They will investigate all parts of this tuned instrument and compose longer and extended musical patterns also developing their own solo piece. Children will layer, voices and musical patterns to create a piece of music. They will develop their musical vocabulary and understanding as they learn note names and internalise pitch and tempo. Children will also listen to a range of classical music, focussing on identifying their instrument; the Xylophone

#explore #creative expression #resilience

RE

WHAT IS WORSHIP? Children will be able to explain what worship is and why it is important to Christians and other believers. 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 religious communities today.

#perspectives #makingconnections

DESIGN TECHNOLOGY

Structures-Castles. The Norman victory over the Anglo-Saxons at the Battle of Hastings, in 1066, marked the beginning of the age of the castle in England. Children will draw upon previously learned knowledge from Year 2, about castles, to aid them in the design process of this project. They will design, make and evaluate a strong, stable castle using a range of techniques and nets to make 3D shapes for various features of their castle. Finally, they will test the effectiveness of their designs, as a teaching tool for the current Year 2 children learning about castles.

#makingconnections #investigate #resilience #justify #creativeexpression

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

A visit to Martin Mere Living History experience where children will become 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.

#creative expression #resilience #perspectives

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