

Summer 1	Summer 2
<b>Unit Title: Anglo-Saxons, Scots and Vikings</b>	<b>Unit Title: War of the Roses</b>
<b>Entry point:</b> Stunning Start: an afternoon Art session - weaving a small tapestry as an introduction to the Anglo – Saxons History topic (Bayeux Tapestry)	<b>Entry point:</b> Stunning Start: a residential trip to Runways End. A science experiment exploring the concept of friction. An art and D&T project making your own modern architecture buildings.
<b>Exit point:</b> Knowledge Quizzes and Homework Projects	<b>Exit point:</b> Knowledge Quizzes and Homework Projects
<b>Outcome:</b> The children will learn about medieval civilizations and be able to discuss a range of settlement types alongside a good knowledge of non-fiction writing and poetry.	<b>Outcome:</b> The children will begin to understand how different eras in UK history link together chronologically and will have a good understanding of concepts such as reformation and how our country became the way, it is today.

<p><b>English:</b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>Non-fiction writing: writing letters and explanatory texts</li> <li>Poetry</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li><i>Listen and respond to adults and peers</i> – questioning and classroom discussion</li> <li><i>Gain, maintain, and monitor interest of the listeners</i> - Presentation of ideas and information</li> <li><i>Articulate and justify answer, arguments and opinions</i> - Comprehension and discussion of answers</li> </ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li><i>Exposure to a wide range of literature/ reading for a range of purposes/ using dictionaries to check meaning / identify themes.</i></li> <li><i>Recognise different forms of poetry</i></li> <li><i>Discussing words and phrases that interest the reader.</i></li> <li><i>Preparing poems to read aloud.</i></li> <li><i>Asking questions to improve their understanding of a text.</i></li> <li><i>Discussing a wide range of fiction, poetry, plays and non-fiction</i></li> </ul> <p><b>Writing – transcription/composition/SPAG</b></p> <ul style="list-style-type: none"> <li><i>Planning/drafting/editing/proof-reading</i></li> <li><i>Reading aloud</i></li> <li><i>Possessive Apostrophes</i></li> <li><i>Conjunctions (but, or, because and so)</i></li> </ul>	<p><b>Key Texts:</b></p> <p>Until I met Dudley by Roger McGough</p> <p>How to Catch a Star by Oliver Jeffers</p> <p>100 facts: Vikings by Miles Kelly</p> <p>Poem: Green Candles – Humbert Wolfe</p> <p><b>UNCRC Article(s):</b></p> <p><u>Article 12</u> (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right always applies, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.</p> <p><u>Article 13</u> (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, if it is within the law.</p> <p><u>Article 14</u> (freedom of thought, belief, and religion) Every child has the right to think and believe what they choose and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to</p>	<p><b>English:</b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>Narrative Writing: Powerful description</li> <li>Narrative Writing: First Person Diary writing.</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li><i>Listen and respond to adults and peers</i> – questioning and classroom discussion</li> <li><i>Gain, maintain, and monitor interest of the listeners</i> - Presentation of ideas and information</li> <li><i>Articulate and justify answer, arguments, and opinions</i> - Comprehension and discussion of answers</li> </ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li><i>Exposure to a wide range of literature/ reading for a range of purposes/ using dictionaries to check meaning / identify themes.</i></li> <li><i>Recognise different forms of poetry</i></li> <li><i>Discussing words and phrases that interest the reader.</i></li> <li><i>Preparing poems to read aloud.</i></li> <li><i>Asking questions to improve their understanding of a text.</i></li> <li><i>Discussing a wide range of fiction, poetry, plays and non-fiction</i></li> </ul> <p><b>Writing – transcription/composition/SPAG</b></p> <ul style="list-style-type: none"> <li><i>Conjunctions, apostrophes, and commas revisited.</i></li> <li><i>Further sentence structure: ing, ing, ing sentences and name-adjective-pair sentences.</i></li> <li><i>Similes</i></li> <li><i>Planning/drafting/editing/proof-reading</i></li> <li><i>Reading aloud</i></li> </ul>	<p><b>Key Texts:</b></p> <p>The Iron Man by Ted Hughes</p> <p><b>UNCRC Article(s):</b></p> <p><u>Article 2</u> (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities, or any other status, whatever they think or say, whatever their family background.</p> <p><u>Article 12</u> (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right always applies, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.</p> <p><u>Article 13</u> (freedom of expression) Every child must be free to express their thoughts and</p>
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<ul style="list-style-type: none"> <li>• <i>Commas (in lists, expanded noun phrases and after a fronted adverbial phrase)</i></li> <li>• <i>Apostrophes for contraction and possession</i></li> <li>• <i>Inverted Commas for speech</i></li> </ul> <p><b>Non-fiction Writing (Letter and Explanatory writing)</b></p> <ul style="list-style-type: none"> <li>• <i>Writing for a range of purposes</i></li> <li>• <i>Considering audiences</i></li> <li>• <i>Grammar and vocabulary for clarity</i></li> <li>• <i>Discussing writing similar to that which they are planning to write.</i></li> </ul> <p><b>Poetry</b></p> <p><b>We will read the poem ‘Green Candles’ by Humbert Wolfe.</b></p> <ul style="list-style-type: none"> <li>• <i>Writing to entertain</i></li> <li>• <i>Discussion of the poem and reading aloud</i></li> <li>• <i>Using speech punctuation for effectiveness</i></li> <li>• <i>Discussing writing similar to that which they are planning to write.</i></li> </ul> <p><b>Spellings _ Spelling Shed:</b></p> <ul style="list-style-type: none"> <li>• Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb.</li> <li>• Homophones – words which have the same pronunciation but different meanings and/or spellings.</li> <li>• Challenge Words</li> <li>• The /l/ sound spelled ‘-al’ at the end of words</li> <li>• The /l/ sound spelled ‘-le’ at the end of words.</li> <li>• Adding the suffix ‘-ly’ when the root word ends in ‘-le’ then the ‘-le’ is changed to ‘-ly.’</li> </ul> <p><b>Saying</b></p> <ul style="list-style-type: none"> <li>• In hot water</li> <li>• Turn over a new leaf</li> </ul> <p><b>Maths:</b></p> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>• Measuring Time in Seconds,</li> <li>• Measuring Time in Hours,</li> <li>• Measuring Time in Minutes,</li> <li>• Finding Number of Days.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• <i>Picture Graphs and Bar Graphs</i></li> </ul>	<p>guide their child as they grow up.</p> <p><u>Article 17</u> (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</p> <p><u>Article 24</u> (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p><u>Article 29</u> (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p><u>Article 37</u> (inhumane treatment and detention) Children must not be tortured, sentenced to the death penalty, or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained, or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care and be able to keep in contact with their family. Children must not be put in prison with adults.</p>	<ul style="list-style-type: none"> <li>• <i>Possessive Apostrophes</i></li> <li>• <i>Inverted Commas for Speech.</i></li> <li>• <i>Understanding First Person perspective</i></li> </ul> <p><b>Descriptive Writing</b></p> <ul style="list-style-type: none"> <li>• <i>Writing for a range of purposes</i></li> <li>• <i>Considering audiences</i></li> <li>• <i>Grammar and vocabulary for clarity</i></li> <li>• <i>Discussing writing similar to that which they are planning to write</i> <ul style="list-style-type: none"> <li>• <i>Using a wide range of SPAG as taught across the year.</i></li> </ul> </li> </ul> <p><b>Diary (Narrative) Writing</b></p> <p><i>Writing for a range of purposes</i></p> <ul style="list-style-type: none"> <li>• <i>Considering audiences</i></li> <li>• <i>Grammar and vocabulary for clarity</i></li> <li>• <i>Discussing writing similar to that which they are planning to write</i> <ul style="list-style-type: none"> <li>• <i>Using a wide range of SPAG as taught across the year independently.</i></li> <li>• <i>Strong use of the first-person perspective.</i></li> </ul> </li> </ul> <p><b>Spellings _ Spelling Shed:</b></p> <ul style="list-style-type: none"> <li>• Adding the suffix ‘-ally’ which is used instead of ‘-ly’ when the root word ends in ‘-ic.’</li> <li>• Adding the suffix –ly. Words which do not follow the rules.</li> <li>• Challenge Words</li> <li>• Words ending in ‘-er’ when the root word ends in (t)ch.</li> <li>• Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language.</li> <li>• Words ending with the /g/ sound spelled ‘-gue’ and the /k/ sound spelled ‘-que.’ These words are French in origin.</li> <li>• Words with the /s/ sound spelled ‘sc’ which is Latin in its origin.</li> <li>• Homophones: Words which have the same pronunciation but different meanings and/or spellings.</li> <li>• Challenge Words</li> </ul> <p><b>Saying</b></p> <ul style="list-style-type: none"> <li>• Where there’s a will there’s a way</li> <li>• Keep your fingers crossed</li> <li>• You can’t teach an old dog new tricks</li> </ul> <p><b>Maths:</b></p> <p><b>Fractions, Decimals and Percentages:</b></p> <ul style="list-style-type: none"> <li>• Adding Fractions,</li> <li>• Subtracting Fractions,</li> </ul>	<p>opinions and to access all kinds of information, as long as it is within the law.</p> <p><u>Article 14</u> (freedom of thought, belief, and religion) Every child has the right to think and believe what they choose and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</p> <p><u>Article 17</u> (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</p> <p><u>Article 24</u> (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p><u>Article 37</u> (inhumane treatment and detention) Children must not be tortured, sentenced to the death penalty, or suffer other cruel or degrading treatment or punishment. 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<ul style="list-style-type: none"> <li>• Reading Bar Graphs</li> </ul> <p><b>Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>• Fractions Counting in Tenths,</li> <li>• Making Number Pairs,</li> </ul> <p><b>History &amp; Geography:</b></p> <p><i>Pupils will be introduced to the Anglo-Saxons, Scots and Vikings alongside a study of Settlements for Geography. They will learn:</i></p>		<ul style="list-style-type: none"> <li>• Finding the Simplest Fraction,</li> <li>• Finding Equivalent Fractions,</li> <li>• Comparing Fractions,</li> <li>• Finding Part of a Set,</li> <li>• Sharing One,</li> <li>• Sharing More Than 1</li> <li>• Solving Word Problems.</li> </ul> <p><b>Angels</b></p> <ul style="list-style-type: none"> <li>• Making Angles</li> <li>• Finding Angles in Shapes</li> <li>• Comparing Angles</li> <li>• Making Turns</li> <li>• Lines and shapes</li> </ul> <p><b>History &amp; Geography:</b></p> <p><i>Pupils will be learning about the War of the Roses:</i></p>	<p>shortest time possible. They must be treated with respect and care and be able to keep in contact with their family. Children must not be put in prison with adults.</p>
	<p>P4C Stimuli:</p> <p>Refer to UNICEF Calendar</p>		<p>P4C Stimuli:</p> <p>Refer to UNICEF Calendar</p>
<ul style="list-style-type: none"> <li>• Who the Anglo-Saxons, Scots and Vikings were?</li> <li>• About different settlements in history and modern times, including urban, suburban, and rural.</li> <li>• What population density means and how this has changed over history.</li> <li>• About some key figures such as Alfred the Great.</li> <li>• The culture of Vikings and raiders.</li> </ul> <p><b>Science:</b></p> <p><b>Humans</b></p> <ul style="list-style-type: none"> <li>• identify that animal, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>• identify those humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Computing:</b></p> <p>This half term, pupils will consolidate their knowledge about internet safety. They will put their knowledge into practice while conducting a research project of the history of their local area (internet safety, recognising reliable and valid information online).</p> <p><b>Art/D&amp;T:</b></p> <p>This half term we will focus on the Anglo Saxon Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry.</p> <ul style="list-style-type: none"> <li>• Concepts: Anglo-Saxon designs, interlocking and interlaced patterns, symmetry, illumination, and embroidery.</li> <li>• Techniques: weaving, drawing and collage.</li> </ul>	<p>Key Questions:</p> <p>How can you tell if this book is fiction or non-fiction?</p> <p>What are the key features of a non-fiction text/poem?</p> <p>How can you make non-fiction writing interesting to read?</p> <p>Why might somebody write an explanation/letter/limerick ?</p>	<ul style="list-style-type: none"> <li>• The War of the Roses</li> <li>• Henry VII</li> <li>• The concept of Reformation</li> <li>• Religious Conflicts</li> </ul> <p><b>Science:</b></p> <p><b>Physics – Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• describe magnets as having two poles</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Art/D&amp;T:</b></p> <p>This half term we will focus on Modern Architecture and Architects.</p> <ul style="list-style-type: none"> <li>• Concepts: modern vs traditional, function, inspiration.</li> <li>• Process: models and drawing, construction: engineers.</li> <li>• Skills: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team.</li> <li>• Techniques: drawing, building 3D forms and using modern technology (computer design).</li> </ul>	<p>Key Questions:</p> <p>What does this word mean? What clues are there to help you work it out?</p> <p>Where would a comma be used and why?</p> <p>Explain why the author has used this word/punctuation/sentence type?</p> <p>How can we make the reader want to carry on reading our writing? How does Ted Hughes do this?</p>
	<p>Community/International Involvement:</p> <p>Sharing work with the rest of the school during Y3 class assemblies.</p>		<p>Community/International Involvement:</p> <p>Sharing work with the rest of the school during Y3 class assemblies.</p>

## **R.E. Christianity - The Bible**

This half term, pupils will be exploring the question: How does the Bible reveal God's plan? Pupils will:

- Explore narratives connected with the key events in God's 'big story', his rescue plan for humankind.
- Develop understanding of the different types of writings in the Bible and how they are linked together in this 'big story'.
- Reflect on how this way of viewing the Bible might affect a Christian's life.

### **PE:**

One outdoor session with Chelsea Football Club.

A second outdoor session with Class Teachers focusing on Rounders.

### *National Curriculum Aims:*

- take part in outdoor and adventurous activity challenges both individually and within a team
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- use running, jumping, throwing and catching in isolation and in combination

### **MFL: Spanish**

- A new start: Numbers and colours
- Breakfast, fruit nouns

### **Music:**

This half term children will learn, play and compose Body Percussion.

### **PSHE**

This half term, pupils will be exploring the topic of Relationships:

- Family roles and responsibilities
- Friendship and negotiation
- Keeping safe online and who to go to for help
- Being a global citizen
- Being aware of how my choices affect others
- Awareness of how other children have different lives
- Expressing appreciation for family and friends

## **R.E. Judaism**

This half term, pupils will be learning about Judaism. Pupils will learn about important times for Jews:

- Investigate some of the major Jewish beliefs, traditions and festivals and explore their links with Jewish history and commandments.
- Develop understanding how celebrating these events binds the Jewish community together.
- Reflect on the significance of Bar / Bat Mitzvah and other Jewish celebrations; and to consider how they express Jewish beliefs.

### **PE:**

One outdoor session with Chelsea Football Club

A second outdoor session with Class teachers focusing on Cricket and/or Tennis.

### *National Curriculum Aims:*

- take part in outdoor and adventurous activity challenges both individually and within a team
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- use running, jumping, throwing and catching in isolation and in combination

### **MFL: Spanish**

- I can say how I am called
- Map and explorers - countries
- I can say where I live
- Picnic nouns

### **Music:**

This half term, pupils will study Classical Music. They will learn about some great European composers and their music, including:

- Vivaldi
- Mozart
- Beethoven
- Tchaikovsky
- Bach.

### **PSHE**

This half term, pupils will be exploring the topic of Changing Me:

- How babies grow
- Understanding a baby's needs
- Outside body changes
- Inside body changes
- Family stereotypes
- Challenging my ideas
- Preparing for transition

