

Class 3 Autumn Term 2021

Subject	Learning Hook	Context	Prior Learning
History	Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically	<u>The Vikings:</u> This unit will teach the class about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.	Romans – KS2 Anglo-Saxons – KS2 Victorian toys (EYFS) Victorian holidays – Y1
Geography	Investigate patterns Communicate geographically Investigate places	<u>Somewhere to Settle:</u> In this unit, the class will head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement! <u>International Trade:</u> The children will learn about concepts relating to food and natural resources. They will apply their understanding of the poverty line in relation to food security while also exploring what is meant by ‘food miles’. They will use maps to find the origins of different foods and resources while also thinking about our impact on the environment.	Vikings – KS2 Romans – KS2 Wonderful world – continents and oceans – Y1/2 PSHE – One World
Design and Technology	Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history	<u>Constructing Castles:</u> Learning about the features of a castle, children design and make one of their own. They will also be using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.	Dippers (KS1)
Art and Design	Develop ideas Master techniques Take inspiration from the greats	<u>Formal Elements:</u> Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a ‘flip’ pattern and recreate a famous and ancient geometric pattern.	Describe the work of notable artists, artisans and designers: Monet – Y1 Colour chaos (colour for emotions) – Y1/2
Religious Education	Understand beliefs and teachings	<u>How can Brahman be everywhere and in everything? Hinduism</u>	Is it true that Jesus came back to life again? – Y1

	<p>Understand practices and lifestyles</p> <p>Understand how beliefs are conveyed</p> <p>Reflect</p> <p>Understand values</p>	<p>We are learning to understand the Hindu belief that there is one God with many different aspects.</p> <p><u>What is the most significant part of the nativity story for Christians today?</u></p> <p>We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p>	Nativity performance
Physical Education	Develop practical skills in order to participate, compete and lead a healthy lifestyle	<p>Gymnastics</p> <p>Invasion Games</p> <p>Net and Wall</p>	<p>Gymnastics</p> <p>Dance</p> <p>Games</p>
Music	<p>Perform</p> <p>Describe</p> <p>Transcribe</p> <p>Compose</p>	<p><u>Ukulele</u></p> <ul style="list-style-type: none"> • Dynamics with strumming • Rhythm • TAB • Composition 	<p>Body percussion, Ourselves – KS1</p> <p>Travel – using instruments/ voices – KS1</p>
Computing	<p>Code</p> <p>Collect</p> <p>Communicate</p> <p>Connect</p>	<p><u>Online Safety:</u> We will continue to learn about Internet safety, linking to Internet Legends (safe, secure, brave, kind, alert). Children will look at how to improve the efficiency of their online searches, the types of websites that are best for them to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term ‘cyberbullying’ and look at how they should communicate online and deal with instances of people being unkind via digital means.</p> <p><u>Digital Literacy:</u> Developing digital video skills through the creation of book trailers. Creating a storyboard and identifying key events within the book, pupils then frame and film their shots before learning how to edit their films, adding effects such as transitions, music, voice and text.</p> <p><u>Programming Scratch:</u> Building on what the children have learnt in Year 2, they progress to using more advanced version of Scratch. They carry out an informative cycle of predict, test, review and learn about the use of repetition to create an animation.</p>	<p>Computer skills</p> <p>Internet safety</p> <p>Scratch - Year 2</p>
Maths	<p>To multiply and divide</p> <p>To use statistics</p> <p>To use measures</p> <p>To understand the properties of shape</p> <p>To use fractions</p>	<p><u>A range of contexts:</u></p> <p>Place value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Perimeter</p>	<p>To multiply and divide</p> <p>To use statistics</p> <p>To use measures</p> <p>To understand the properties of shape</p> <p>To use fractions</p>
English	Understand texts	<u>Brilliant Books Text: I Want My Hat Back</u>	The Storm Whale - KS1

Transcribe
Compose
Analyse
Present

Fiction: How to train your Dragon

How to Train Your Dragon is a series of twelve children's books, written by British author Cressida Cowell. The books are set in a fictional Viking world and focus on the experiences of protagonist Hiccup as he overcomes great obstacles on his journey of Becoming a Hero, the Hard Way. In this unit the children will learn how to format speech, write their own fantasy stories, use a range of reading dogs and create their very own guide for training a dragon.

Audio books: Sounds Spooky

The children are introduced to the idea of an audio story or podcast. As a class, they listen to a spooky story podcast in three episodes, asking questions and listening out for sound effects to develop their listening and comprehension skills. They focus on the use of language and the way it is used in conjunction with the narrator's voice and sound effects to create atmosphere and character. After some teacher modelling they practise brainstorming and planning a story as a class. They then build on this experience to plan and write their own three-episode spooky story podcasts in groups. Time is given at the end of the unit for the children to practise reading their stories aloud and incorporate sound effects. The podcasts are then recorded or performed so that they can be shared more widely.

Poetry: Exploring Poetic Language

In this unit, the children explore a range of poems, focusing in depth on the work of two poets. They plan, rehearse and perform a choral reading of a poem. They learn about personification, simile and metaphor, including these in their poems. They explore the patterns of rhyme and rhythm in shape and syllabic poems, reading cinquains and then creating their own. They watch and evaluate performances, and their mind map descriptions and stories are used to create poems.

Non-Fiction: How Far Would I Go to Look Cool?

In this unit, the children explore the Big Question: How far would I go to look cool? They read the interactive eBook, retrieving and collating information about different styles and explore unusual fashions from contemporary and historical times. They learn to skim and scan for information, identifying vocabulary that is specific to the topic and using dictionaries to clarify the meanings of words. They answer the Big Question, planning and writing a newspaper report in the role of a fashion editor.

Non-fiction: All about orangutans
Does chocolate grow on trees?
KS2
Brilliant Books – Excitable Edgar

		<u>Brilliant Books TBD: John Lewis Advert</u>	
PSHE	To be a good citizen. Being Safe.	<p><u>One World</u> This unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations that help people like Chiwa. They will also learn about how to be a good global citizen.</p> <p><u>Safety First</u> In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.</p>	Identity Bullying Diversity Internet Legends
French	To read fluently. To write imaginatively. To speak confidently. To understand the culture of the countries in which the language is spoken.	<u>Phonetics (Phonics) – 2021 to help with catch up</u>	Continue to count, reaching 100, to enable students to say the age of various family members.

Vowel sounds in French

A	E	I	O	U
<p>In French the letter 'a' is pronounced like an elongated version of the 'a' sound in the English words 'cat' or 'pat'. When making the sound exaggerate the lower jaw as much as possible. The sound comes from the back of the mouth and the tongue is kept low down in the mouth.</p>	<p>This French 'e' sound is a short, crisp 'e' sound made with the tongue low in the mouth. It is pronounced as 'euh' much like we pronounce the 'e' in the English word 'the'. The lips are pursed and are softly rounded.</p>	<p>The French letter 'i' is pronounced very closely to how we pronounce the letter combination 'ee' in English. It is pronounced as we pronounce the 'ee' sound in our English words 'see' or 'keep'. This vowel sound positions the tongue flat and low down in the mouth and with the mouth drawn back.</p>	<p>The French 'o' sound is pronounced similarly to the way we pronounce the letter 'o' in the English word 'or'. The tongue is kept low in the mouth when we make the sound. It is not a long, rounded sound as in English, instead it is a shorter and crisper sound and the lips are kept more relaxed.</p>	<p>The French letter 'u' is pronounced as 'OOOH' but a little shorter and more clipped. The position of the tongue in the mouth is the same as it is when we say the English words 'who', 'shoe' or 'two'.</p>

En famille (my family)

This unit cleverly teaches the nouns and article for members of the family. Children will be able to tell someone the members and their ages for a family (factual or fictitious). They continue working with numbers (reaching 100) to enable them to say the age of various family members. They will also understand the concept of possessives ("mon", "ma" and "mes") in relation to family members as these will be introduced in a very clear and uncomplicated fashion. This ultimately allows the opportunity for a presentation in French and is the ideal opportunity for children to start to present and speak French in front of others.

Je Me Présente (Presenting Myself)

This unit teaches enough language to the children to enable them to present themselves accurately in French. The unit covers saying who you are, how old you are, where you live and where you are from. We'll also teach the children how to ask someone else the same questions. This will allow them ample role play opportunities and offers the possibility for the children to engage in authentic French conversation. An excellent way to start role play conversations in your

		classroom with everything you need provided! Continue to count, reaching 100, to enable students to say the age of various family members.	
Science	<p>Work Scientifically</p> <p>Understand animals and humans</p> <p>To understand the Earth's movement in space</p>	<p><u>Sound: Good Vibrations (Physics)</u></p> <p>In this module children will build on their understanding of hearing, which was covered in Year 1 (Using our senses) during work around the senses. They will develop their vocabulary for describing sounds and identify different sound sources. They will learn that sounds are made by something vibrating and that these vibrations travel through a medium to the ear so that we hear them. They will learn that sounds get fainter as the distance from the sound source increases. They will explore ways to change the pitch and volume of sounds.</p> <p><u>States of Matter: In A State (Chemistry)</u></p> <p>This module introduces the concept of states of matter. Children will learn the characteristic properties of solids, liquids and gases, first through physically exploring typical materials and then by classifying examples, such as powders and very viscous liquids, which are harder to classify. Using first-hand experience and secondary sources they will learn about changes of state and begin to understand freezing and boiling points as identifying characteristics of a material. They will learn the names of some common gases. They will have the opportunity to explore the expansion of liquids and gases when they are heated, using this to make a simple thermometer and explain how it works. They will also learn about the water cycle, modelling it in different ways and further developing their understanding of changes of state. This module focuses on reversible changes; reversibility will be covered in more detail in Year 5, along with other types of change.</p> <p>Maths Link – measuring mass and temperature</p>	<p>Ourselves (EYFS)</p> <p>Seasons/ Weather</p> <p>Senses</p>