



## Viking Year A T3

### Synopsis:

In this term our learning will be heavily based around our History topic of 'Changes in Britain from the Stone Age to the Iron Age' with particular emphasis being placed on the Stone Age. In English we will be exploring the text 'UG' and in art we will be looking at cave art from this era exploring paint and print.

Our RE focus this term will be on Christianity as we consider the key question 'What kind of a world did Jesus want?' whilst in PSHE we will be completing work on the unit 'Too Much Selfie isn't Healthy'.

In addition to this, Viking Class will also be starting the Young Leaders Award whereby children will be encouraged to be 'the change they want to see' within the local community. This is an exciting opportunity which will be started this term and continued throughout the rest of the year.

### History

#### Learning Sequence:

Unit - Changes in Britain from the Stone Age to the Iron Age.

Focus this term on the Stone Age

LI: We are exploring how long ago the Stone Age was and how long it lasted.

LI: How do we know about the Stone Age?

LI: We are discussing what life was like in the very distant past and how resourceful and resilient early humans had to be.

LI: How did the way of life change for humans throughout the Stone Age?

LI: We are exploring religion and myth from the Stone Age through finding out about Neolithic monuments.

LI: We are considering whether our first impressions of the Stone Age were accurate and reflecting on what we have learnt about this period.

#### Historical Concepts

Compare different eras considering similarities and differences

Order key dates on a timeline to demonstrate chronology of British and world history

#### Stories & Sources

Begin to understand how knowledge of the past is constructed from a range of sources

Develop understanding of how and why the past is represented in different ways

#### Historical Vocabulary

Develop a range of historical vocabulary eg artefact, chronology, invade, settle

### Art

#### Learning Sequence:

Cave art - drawing, painting and printing.

#### Media & Materials

Create sketchbooks to record and revisit observations

In painting, use white to make tints and black to make tones and create a colour wheel

In print, press, roll, rub and stamp and recreate print from environment, e.g. wrapping paper etc

#### Skills

Use and apply art and design techniques and improve their control and use of materials

## Computing

Learning Sequence:

Online Safety, Typing Speed Test, Research and Communication, Understanding Networks.

Digital Literacy

Use a variety of software on digital devices

Information Technology

Use some search technologies effectively and appreciate how results are selected

E-Safety

Use technology safely, respectfully and responsibly

Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact

## Music

Learning Sequence:

Charanga Music Scheme - Three Little Birds.

Performing

Accurately copy stepwise melodic phrases

Apply word chants to rhythms

Composing

Improvise using voices, tuned and untuned percussion and instruments

Listening

Listen with increasing concentration to combination of high-quality recorded and live music

Singing

Perform actions confidently and in time to action songs

Keep a steady beat

Sing and perform widening range of unison songs tunefully and with expression

## PE

Learning Sequence:

Hockey and Volleyball.

Communication

Communicate and compete with each other

Participation

Participate in team games understanding the rules

## Science

Learning Sequence:

Unit of work - Living Things and their Habitats.

L1: How can we group living things?

L1: We are identifying vertebrates by observing their similarities and differences.

L1: What is an invertebrate?

L1: We are looking at and using classification keys.

L1: We are considering the local habitat.

L1: We are looking at environmental changes and how these may affect living things and their habitats.

Ask Questions

Ask relevant scientific questions and suggest how to answer eg practical test vs secondary sources

Develop different types of scientific enquiry

Gather Data

Gather, record and present data in variety of ways eg drawings, labelled diagrams, charts

Report on findings orally and in writing using scientific language

## Writing

### Learning Sequence:

#### English Lessons

L1: We are using our inference and deduction skills to respond to an illustration.

L1: We are exploring the layout and presentation of the focus text.

L1: We are completing 'Role on the Wall' posters for the whole family.

L1: We are looking at how to write an effective script.

L1: What makes a good set of instructions?

L1: We are making up our own game and using our Oracy skills to explain how to play.

L1: We are writing our own instructions.

L1: We are exploring similarities and differences between the depiction of Ug's world compared with our own.

L1: We are writing a 'postcard from the past'.

L1: We are using our inference skills to consider a potential conversation had by two key characters in a text.

L1: We are writing up a conversation between two characters using key punctuation.

L1: How does language change over time?

L1: We are considering the emotional journey of a key character.

L1: We are writing a diary entry from the perspective of a key character from the focus text.

L1: We are following the structure of the focus text to create our own comic strip.

L1: We are exploring persuasive writing.

L1: How can we write and speak persuasively?

L1: We are using our Oracy skills in order to write and share a persuasive speech.

L1: We are using persuasive techniques in our writing.

L1: We are participating in 'conscience alley' and considering a character's perspective.

L1: We are revisiting our 'Role on the Wall' posters and considering how our perceptions of characters may change over the course of a text.

L1: We are predicting the end of a story.

L1: What are our initial responses to the focus text?

#### SPaG Lessons

Prepositions.

Conjunctions - time, place and cause.

Apostrophes for conjunctions.

Commas in lists.

Prefix 'dis-', 'un-', 'mis-' and 're-'.

Homophones.

#### Descriptive Writing Lessons

### Language & Vocabulary

Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing)

Discuss words and features of texts that capture the reader's interest

Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration

Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant,

	consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')
<b>Plan, Draft, Edit &amp; Evaluate</b>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Proof-read work for spelling and punctuation errors</p> <p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Suggest changes to grammar and vocabulary</p>
<b>Grammar &amp; Punctuation</b>	<p>Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)</p> <p>Express time, place and cause using conjunctions (when, before, after, while, because)</p> <p>Express time, place and cause using adverbs (then, next, soon, therefore)</p> <p>Express time, place and cause using prepositions (before, after, during, in, because of)</p> <p>Punctuate direct speech with inverted commas</p>
<b>Text Structure &amp; Features</b>	<p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Write for a range of purposes</p>
<b>Transcription</b>	<p>Use a dictionary to spell words correctly</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Know which letters are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting</p>
<b>Reading</b>	
<p>Learning Sequence:</p> <p>Class Story - Stig of the Dump.</p> <p>Daily Guided Reading.</p>	
<b>Comprehension</b>	<p>Listen to a range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Retell some stories orally</p> <p>Read books that are structured in different ways</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Begin to discuss words and phrases that capture the reader's interest</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Check that the text makes sense to them and ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Predict what might happen from details stated and implied</p>

## Maths

Learning Sequence:

White Rose Scheme.

**Multiplication & Division**

recall and use multiplication and division facts for the 3, 4 and 8 x  
multiplication tables