Beowulf (Year 3)

Synopsis:

The classic story written over a thousand years ago retold for children ready to tackle longer and more complex stories. Fearsome monsters stalk the moors of ancient Denmark, murdering anyone they catch. But then a warrior comes from overseas. His name is Beowulf. He kills monsters... Each scene is atmospherically brought to life with Victor Tavares illustrations.

French Unit: Colours (Y3 L6 and L3 L7) Using French dictionaries (Y4 L15)

RE Unit: Emmanuel Project: How does the story of Rama and Sita inspire Hindus to follow dharma?

PSHE Unit: Drug Education (HSL15 DE34)

History

Learning Sequence:

Anglo-Saxons

Order key dates on a timeline for Anglo Saxon history and major events.

Understand where they fit in history in comparison to other periods of British History.

Use enquiry questions and draw comparisons to the Iron Age previously studied.

Look at themes across history such as leisure, weapons and farming. How do we gain information about this when it was so long ago?

Answer the questions:

Who were the Anglo Saxons?

Why did they invade?

How do we know where they settled?

Find out about King Alfred the Great answering the question 'just how great was King Alfred the Great?' Why is he important to our history?

Visit to Norwich Museum to learn more about the Anglo-Saxons

Historical Concepts	Order key dates on a timeline to demonstrate chronology of British and world history
	Compare different eras considering similarities and differences
	Examine in depth an aspect of local history from a period beyond 1066
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
	Select key information from a range of sources to answer a historical question
Historical Questions	Understand what types of question are historically valid and identify how to find the answer
Historical Vocabulary	Develop a range of historical vocabulary eg artefact, chronology, invade, settle

D&T

Learning Sequence:

Mechanical Systems

Look at objects which need a lever, gear, pulley or cam to operate them.

Know and use vocabulary linked to mechanisms.

Experiment with making simple mechanisms that moves

Make beast whose mouth opens linked to the Beowulf myth

Technical Knowledge	Identify range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages)

Computing

Learning Sequence:	
Kapow Computing Unit:	Creating Media - Video Trailers
ESafety:	Education for a Connected World - Online Relationships

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 Unit:	Three Little Birds Three Little Birds by Bob Marley – a Reggae song.
Style:	Reggae
Topic and cross-curricular links:	Animals, Jamaica, poetry and the historical context of musical styles

Performing	Play / perform melodies following staff notation & ordering phrases Accurately copy stepwise melodic phrases Introduce the stave, lines and spaces, and clef Introduce and understand the differences between notations Apply word chants to rhythms
Composing	Improvise using voices, tuned and untuned percussion and instruments Structure and compose musical ideas to create music with beginning, middle and end Compose song accompaniments on untuned percussion
Listening	Develop understanding of music from range of origins, traditions, historical periods and social contexts Listen with increasing concentration to combination of high-quality recorded and live music Describe music using simple musical vocabulary

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:

Gymnastics

Communication	Begin to show an understanding of how to improve own and others' performances
Competence	Further develop flexibility, strength, control and balance
Performance	Perform dances and gymnastic routines on own and with others using movement patterns
	Compare performances with previous ones
	Begin to demonstrate improvement to achieve personal best

Writing

Learning Sequence:
* Playscripts / Film Narrative
* Poetry

Language & Vocabulary	Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing)
	Create characters, setting and plot
	Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration
	Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses
	Discuss words and features of texts that capture the reader's interest
	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')
Plan, Draft, Edit & Evaluate	Draw on examples of writing (structure, vocabulary and grammar) when planning their own work.
	Discuss and record ideas
	Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
	Organise paragraphs around a theme: Use paragraphs/sections help to organise content.
	Assess own and others' writing, suggesting improvements
	Suggest changes to grammar and vocabulary
	Proof-read work for spelling and punctuation errors
	Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear
Grammar & Punctuation	Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)

	Use present perfect verb tense (I have seen)
	Express time, place and cause using conjunctions (when, before, after, while, because)
	Express time, place and cause using adverbs (then, next, soon, therefore)
	Express time, place and cause using prepositions (before, after, during, in, because of)
	Punctuate direct speech with inverted commas
	Use the forms a or an according to whether the next word begins with a consonant or a vowel
Text Structure & Features	Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books
	Retell stories orally
	Recognise themes eg good over evil, use of magical devices
	Be exposed to books that are structured in different ways
	Identify how language, structure, vocabulary, grammar and presentation contribute to meaning
	Write for a range of purposes
	Use simple organisational devices eg headings, sub-headings
Transcription	Use a wider range of prefixes (e.g. -un, -dis, -mis, -in) and suffixes (e.g. -ation, -ly)
	Spell wide range of homophones
	Spell words that are often misspelt
	Use possessive apostrophe for plurals
	Use a dictionary to spell words correctly
	Write from memory simple sentences dictated by the teacher
	Use the diagonal and horizontal strokes needed to join letters
	Know which letters are best left unjoined
	Increase the legibility, consistency and quality of handwriting

Reading

Learning Sequence:

In Guided Reading, across this half term, a range of fiction, non-fiction, play-scripts and poetry texts or extracts should be used to deliver the learning objectives.

These skills should also be incorporated into English units of work around the key text.

Opportunities for cross curricular links should also be utilised to embed these objectives.

Word Reading	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words
	Read further exception words
	Note unusual correspondence between spelling and sound
	Identify word families based on common root words
Comprehension	Listen to a range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories
	Retell some stories orally
	Read books that are structured in different ways
	Use the first 2 or 3 letters of a word to check its spelling in a dictionary
	Identify themes and conventions

Perform poems and playscripts for audience (starting to use appropriate intonation, tone, volume and action)

Recognise different forms of poetry

Begin to discuss words and phrases that capture the reader's interest

Identify how language, structure and presentation contribute to meaning

Check that the text makes sense to them and ask questions to improve understanding of text

Infer characters' feelings, thoughts and motives and justify using evidence

Predict what might happen from details stated and implied

Identify main ideas across paragraphs and summarise these

Retrieve and record information from non-fiction

Maths

Learning Sequence:

The Four Operations

- Mental calculations & facts
- Written methods/calculations
- Problem solving

Statistics

- Interpreting & presenting
- Solving problems

Addition & Subtraction	add and subtract numbers mentally, including:
	a three -digit number and 1s
	a three -digit number and 10s
	a three -digit number and 100s
	add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
	estimate the answer to a calculation and use inverse operations to check answers
	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Multiplication & Division	recall and use multiplication and division facts for the 3, 4 and 8 x multiplication tables
	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two - digit numbers times one -digit numbers, using mental and progressing to formal written methods
	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
Statistics	interpret and present data using bar charts, pictograms and tables
	solve one -step and two -step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables