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| **Medium Term Plan**Term: Spring Class: Year 3 Teacher: Miss Peverell (Mrs Speight PPA) |
| **Milestones** |
| 1: Meet Arthur | 2: Viking Shield and Jewellery Fashion Show | 3: School Trip – Jorvik  | 4: Share poems with KS1 | 5: Longship music performance |
| **Writing Genre:** |
| Story Poetry Non-Chronological Instructions Newspaper Report LettersPlay scripts Recount Persuasive Explanation Biography Autobiography |

**Music** The children will carefully select instruments to describe qualities of visual images. They will build on this, creating sound textures by combining different sounds.

**Science** Animals Including Humans: We will identify that animals, including humans, need the right types and amount of nutrition. The children will learn to understand that they get nutrition from what they eat. We will identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Plants: We will identify and describe the functions of different parts of flowering plants and explore the requirements of plants for life and growth. Additionally, we will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**Art** Year Three will explore traditional Viking patterns and designs, including the use of runes and runestones.

**RE** (PPA) Events in the life of Jesus. What makes Jesus an inspiration? The Easter Story.

**Geography**

NA

**History**

We will study 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. The class will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will 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.

**ICT** The children will make a Viking themed database. Using links to the PoR text they will create Arthur’s guide to the Norse Gods.

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**FRENCH**(PPA)

La Jungle

Tutti Frutti

**PSHE** The children will identifying personal strengths and challenges, as well as exploring determination and perseverance.

**D.T.** We will investigate the process of weaving (a skill which was vital to the Viking community) before trying it out for ourselves.

**Literacy**

Arthur and the Golden Rope During lessons based around the PoR text will lead to examining and/or writing a variety of text types, including:

* a poem
* an advertisement
* a newspaper article
* a diary entry
* a letter

**The Vikings: Valiant or Vicious?**

**P.E.** The children will play competitive games, modified where appropriate, and will apply basic principles suitable for attacking and defending.

**Fantastic Finish**

Viking Day Celebration.

**Stunning Start**

Drama – What do I know? What would I like to find out?

English

Speaking and listening

Reading

Word reading

Writing

Phonics& spelling

Punctuation

Vocabulary

Sentence and text

Handwriting and presentation

Composition

Story

Information

Poetry

Science

Working scientifically planning

Working scientifically recording evidence

Workings scientifically conclusions

Plants

Animals, including humans

Life processes

All living things

Habitats

Everyday materials

Changing materials

Light and sound

Rocks

Electricity

Forces and magnetism

Religious Education

Learing about religion

Learning from religion

Music

Composition

Performance

Physical education

Gymnastics

Dance

Games

Computing

Finding things out

Making things happen

Programming

Sharing and reviewing

Investigating and exploring

Art

Drawing

Painting

3D modelling

Printing

Textiles

Design Technology

Design

Make

Evaluate

Axels, Pulleys, Gears

Electrical and mechanical components

Food technology

Mechanisms

Structures

textiles

Geography

Geographical enquiry

Geographical skills and fieldwork

Location and place knowledge

Human and physical

sustainability

History

Finding out about the past (Enquiry)

Finding out about the past (Chronology)

Historical Events

Lifestyles of people in the past

Significant historical people

PSHE

Physical Health

Keeping safe, managing risk

Identity

Society

Equality

Drugs, alcohol, tobacco

Mental health emotional well being

Career

Financial and economic well being