

Reading Units

Y3 Autumn 1 - **The Sea Book by Charlotte Milner** Genre: Information
 Y4 Autumn 1 – **A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister** Genre – Fiction: traditional tales
 Y3 Autumn 2 - **Ice Palace by Robert Swindells** Genre – Fiction: adventure
 Y4 Autumn 2 - **The Train to Impossible Places by P.G. Bell** Genre – Fiction: fantasy

English

Seal Surfer by Michael Foreman
 Recount – letter writing

Winter's Child by Angela McAllister
 Fiction: fantasy narrative

Dance with me Autumn
 Poetry

Mathematics

- Place value
- Addition and subtraction
- Multiplication and division

PSHE and Citizenship
No Outsiders
 • **The Hueys in the New Jumper by Oliver Jeffers Y3**
 • **Along Came a Different by Tom McLaughlin Y4**

My Happy Mind – Y3
 • Meet You Brain
 • Celebrate

Sep - European Day of Languages
 Oct - World Mental Health Day
 Nov - Anti-Bullying week
 Dec - Human Rights Day

Design and Technology 2D Shapes to 3D Products

Design, make and evaluate a purse for a Viking for protecting their sacred runes.

Designing

- Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.
- Produce annotated sketches, prototypes, final product sketches and pattern pieces.

Making

- Plan the main stages of making.
- Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.
- Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.

Evaluating

- Investigate a range of 3-D textile products relevant to the project.
- Test their product against the original design criteria and with the intended user.
- Take into account others' views.
- Understand how a key event/individual has influenced the development of the chosen product and/or fabric.

History The Vikings

Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 . Viking raids and invasion
 . resistance by Alfred the Great and Athelstan, first king of England
 . further Viking invasions and Danegeld
 . Anglo-Saxon laws and justice
 . Edward the Confessor and his death in 1066

Geography The Vikings

- Identify invader countries on maps, identify seas they crossed.
- Study main human and physical aspects of Viking settlements

Religious Education

- How do Hindus view God and how is Diwali celebrated?
- RE work with partnership school and looking at Lotus temple in Dehli, Christmas symbolism

Autumn Cycle B Class 3 – The Vikings Raiders or Traders?



Reading for Pleasure Texts

Norse Myths: Tales of Odin, Thor and Loki - Kevin Crossley-Holland and Jeffrey Alan Love

The Saga of Erik the Viking – Terry Jones

Physical Education Tag Rugby, Dance

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Educational visits/ celebrations/outdoor learning

- **Walker Art Gallery - Liverpool**

Computing

Y3 Connecting computers

Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.

Y3 Stop-frame animation

Capturing and editing digital still images to produce a stop-frame animation to tell a story.

Art and Design

The Vikings – Mythical Beasts – Painting
 Artist in focus: Pablo Picasso

- improve their mastery of art techniques, including drawing and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- drawing from observation, mark making, textures, surfaces, painting on large scale
- study the work of great artists, architects and designers in history.

French Niveau Blanc 1 Niveau Blanc 2

Y3 - learn and revise new vocabulary
 Y4 - show increasing confidence and complexity when revisiting vocabulary e.g. adding conjunctions, adverbs and adjectives where appropriate taking a lead in asking as well as answering questions paying attention to pronunciation and intonation becoming more confident with the written form

Science

Forces and Magnets Y3

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- 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
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing

Sound Y4

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch and volume of a sound, and features of the object that produced it
- recognise that sounds get fainter as the distance from the sound source increases

Music Ukelele

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.