

ICT – STOP FRAME ANIMATION

Children will look at Nick Park's Wallace and Gromit animations and will watch video clips to find out how they were made using Stop Frame animation. They will explore materials that can be used to animate in this way, such as modelling clay, card and Lego. The children will then make their own animations to show the Vikings arriving on their longboats. They will take repeated pictures of their models before uploading these to the computer. Here, they will combine and edit the pictures to produce one piece of footage before making trailers for their new movies!

MFL – GREETINGS

Children will be introduced to further greetings in French so that they can introduce themselves politely and find out how a friend is feeling. They will take part in role plays to practise the pronunciation of the words before learning how to write them correctly. Next, the children will be taught to respond to further classroom instructions in French before taking on the role of the teacher to see whether their classmates understand the instructions that they are giving.

SCIENCE – FORCES AND MAGNETS

Children will compare how things move over different surfaces through experimenting with friction. They will then learn that, unlike friction, magnetic forces can act at a distance by observing how magnets attract or repel each other. They will investigate how magnets attract some materials and not others before grouping materials based on their findings. They will learn that magnets have two poles and will be shown how to make their own magnets before using this knowledge to create their very own compass to help them navigate a longboat.

GEOGRAPHY - COUNTIES

The children will learn about the influence that Vikings and Anglo-Saxons had on our place names today. They will learn that the UK is split into counties and use maps to recognise some of the towns and cities within them. The children will then learn about different settlements within our county by comparing hamlets, villages, towns and cities. They will consider the classification of Hemsworth before selecting a major city of the UK. They will compare this city to our local area deciding which one they would rather live in. They will consider factors such as population, size and amenities.

Invaders

Year 3- Autumn



RE – JESUS AND STORIES

Children will consider what we can learn from stories before listening to a range of stories told by Jesus, such as: The Lost Coin and The Mustard Seed. They will consider how Christians use these stories to help them live their lives before using drama techniques to perform a story of their choice. Next, they will look at how Christians celebrate Christmas and the four themes of advent. They will compare this with Christmas celebrations in Mexico and Poland.

HISTORY – ANGLO-SAXONS AND VIKINGS

Children will learn about the invasion of Anglo-Saxons by looking at artefacts. They will learn how and where they settled in England. They will study archaeologist Basil Brown and consider how discoveries, like his at Sutton Hoo, helped us to find out about their everyday lives and religion. They will write diary entries as an archaeologist. They will then focus on the Vikings and their impact on Britain until the death of Edward the confessor in 1066. They will study longboats and write reports on these before plotting their invasions on a time line.

DT – CLAY POTS

Children will be introduced to a range of mouldable materials and consider their properties. They will examine pictures of Viking pottery and will compare this to contemporary pieces whilst looking at the shapes, handle, joins, feet and lips of the pots. They will consider different finishes, such as glazed and unglazed before working with clay. They will experiment with impressing lines using different tools, embossing and relief before using annotated sketches to design and make their own thumb and coil pots.

MUSIC - COMPOSITION

Songs and poems about places will be used to explore music in this unit. The children will create accompaniments and sound pictures to reflect sounds in their local environment. They will then create soundscapes to accompany David Hockney's landscape art. The children will contrast this to the sights and sounds of a building site in order to explore and create rhythms. The children will play games to learn how to sequence and layer rhythms effectively using both instruments and vocals. The children will sing and compose music to build into a performance.

ART – DAVID HOCKNEY

The children will look at a range of work by David Hockney. They will consider how his work makes them feel and think about the influence of his own life on his pieces. They will consider how the landscape he has depicted would have been different during Viking and Anglo-Saxon times. The children will then experiment with different grades of pencil shade to show different tones and textures before moving on to focus on certain sections of 'The Road across the Wolds'. They will create their own pieces based on Hockney's landscape.

OUTDOOR PE- BALL SKILLS

During this unit, children will learn to accurately pass and receive a range of balls in different ways with their hands. Passes will include: chest pass, bounce pass and shoulder pass. They will learn to have greater control when dribbling, passing receiving and will build on this by being encouraged to communicate with their teammates to maintain possession when moving the ball. They will work on passing and receiving the ball whilst moving and will take part in small games. The children will also use these skills to devise their own games.

Invaders

Year 3 - Autumn



PSHCE – NEW BEGINNINGS

The children will think carefully about their own gifts and talents before joining with a group to devise a presentation to share these with the rest of the class.

ENRICHMENT

Children will visit the Jorvik Centre. They will study Viking battle tactics and weaponry before using what they have learnt to devise their own battle strategies.

INDOOR PE – EXPLORERS

In Dance, children will create a piece to represent a mission into the unknown. They will use basic dance actions with greater fluency to communicate travelling over flat and mountainous land, running into a storm and setting off to sea. They will learn how to select and apply appropriate dance movements whilst considering the structure of the whole dance. In Gymnastics, they will focus on stretching, curling and arching by exploring different ways of producing these actions and linking contrasting shapes together during partner work.