



Courageous Castles

Children will be learning about castles, and using this theme as a vehicle for all creative, literacy and knowledge and understanding



KUW

Science

- To know and understand a range of specific scientific terminology
- To know what a fair test is and why it is important
- To make predictions giving reasons for their ideas
- To use a wide range of methods to record data through first hand experiences
- To know types of weathering and how they are formed
- To know types of rocks and what their features are

Geography

- To ask geographical questions, collect and record evidence and draw conclusions
- To use maps to locate places they study
- To recognise how places fit within a wider geographical context
- To compare land features or two contrasting locations in the UK.

History

- To place events, people and changes into correct periods of time
- To describe reasons for historical events, situations and changes in the period studied making appropriate links

To interpret a range of sources of evidence and record relevant information in a variety of ways

To use dates and historic vocabulary to communicate their knowledge and understanding

RE - Other religions: Judaism

See separate planning

Communication Language and Literacy

Recounts and instructions (6 weeks)

Reading and analysing a range of different recount texts (fact and opinion) identifying the key features

Using a range of media to create their own recounts and instructions

Literacy shed—treasure (2 weeks)

Reading, studying and writing their own narratives using key features

Use specific descriptive and expressive language to create images in the readers mind

Big writing — To use the correct and appropriate punctuation within different forms of writing independently

SPAG— Introduction to speech marks to punctuate direct speech

ICT (PowerPoint and Puppet Pals)

To understand and be able to use the features of PowerPoint to support their learning (transitions, effects, images, formats)

To use the ipad to present facts in a different way, to compare the audience, finished effect and preferences of the two methods

MFL (Our School)

To understand basic words relating to our school.

To be able to say basic phrase bout school life.

KUW— Skills based objectives to focus on:

Geography Skills—Knowledge (including map knowledge)

Understanding human and physical geography (including landforms and features)

Use basic geographical vocabulary to refer to:

- key physical features

- key human features

- geographical skills and features

- use maps

- use simple compass directions and locational and directional language to describe the location of features and places on a map

- use aerial photographs and plans to recognise landmarks and basic human and physical features.

History Skills—Understanding (historical concepts)

Historical Context (context)

Historical Content

To identify a correct chronological knowledge and understanding of British, local and world history and begin to establish clear narratives within and across the periods studied.

Begin to put dated events, people, places and artefacts in a timeline with support

Use the correct terminology to describe events in the past with greater confidence across a variety of eras/periods.

Develop the use of a larger historical vocabulary appropriately, such as 'empire', 'colonisation', 'reconquer'.

Science Skills:

To compare and group different kinds of rocks based on appearance and properties

Describe how rocks are formed

Recognise that soils are made from rocks

Mastery opportunities for Literacy:

To write a bedtime story

To write a recount

To organise and plan a recount, sequencing and identifying key events.

To understand the difference between fact and opinion.

To write a newspaper article.

To analyse a given text and have discussion based around it.

To consider the audience when writing a story.

To perform a story, considering the different elements of a good performance.

To use varied description in their story, including similes, metaphors and extended sentences.

Week 3 and 4

History- What are the key events in the history of Alnwick Castle (Percy family)?

Art—How could we use portrait techniques to replicate the Percy family?

ICT— What pictures and captions could be added about castles?

DT - How would you build a Motte and Bailey Castle?

History /Geography - What are the key features and structures used when building a castle?

Week 5 and 6

Science— What are the different types of rocks?

Science— How are different rocks found in landscapes?

Literacy Literacy- bedtime stories

Science - What are the main different types of weathering called?

Science—What effects has weather had on the Castle walls?

Week 7

Geography— Using maps how do the land features of Cornwall compare to Northumberland?

Geography— What are the different rocks and land features special to Cornwall?

DT- How do levers and pulleys work and what can they be used for?

DT- How could you use your knowledge and understanding to create an flag pulley?

DT- How successful was your flag pulley? Could you improve your pulley design and make it more effective?

ONGOING MUSIC recorders through music ensemble with county.

Literacy Recounts and instructions (5 weeks)

Week 1

ICT- Why is a safety important?

Geography- Where are the Castles located in Britain?

Geography- What are the key landscape features, similarities and differences of Castles and why are these important?

Week 2 -

ICT- What is School 360?

Art — What are Coates of Arms and why are they important?

Art—How can combining different textures, patterns and colours create a Coates of arms?

History- What are the main parts of a castle and why are they there?

Creative Development

Art

To record from first hand experiences and observations

To apply their different experiences of materials and processes

To compare ideas, methods and approaches and give their opinions

To appropriately use colour, pattern, texture, line and tone giving reasons for their choices

To investigate art, craft and design in the locality in a variety of styles and traditions

DT

To generate and develop ideas, select appropriate materials and plan how they will make their design

To measure, mark out and combine components and materials accurately

To reflect on the progress of their work and identify ways they could improve their design and product

Music

To follow a steady beat

To understand the different of pitch

To understand how music is written down

To learn and perform a given tune on the ukelele

Mathematical Development:

Place Value

Read and write numbers up to 1000 in numerals and in words.

Identify, represent and estimate numbers up to 1000 using different representations.

Find 10 or 100 more or less than a given number. Find 1000 more or less than a given number.

Recognise the place value of each digit in a 3 digit number. Recognise the place value of each digit in a 4 digit number.

Order and compare numbers to 1000. Order and compare numbers beyond 1000.

Count from 0 in multiples of 4, 8, 50 and 100. Count in multiples of 6, 7, 9, 25 and 1000

Solve number problems and practical problems involving these ideas. Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Count backwards through zero to include negative numbers. Round any number to the nearest 10, 100 or 1000

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Number:

Addition and Subtraction Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

FOREST SCHOOL -

How do you pond dip?

How can natural materials be used to create a sculpture?

How can we use sketch pencils to make observational drawings?

What different rocks and weathering types can be found in the outdoor area?

How could we make a difference to the Forest?

Physical Development (Indoors and Outdoors)

RUGBY MONDAY AFTERNOON

Games - TOPS Athletics net/court/wall games (Y3 VS Unit 3)

To consolidate and improve the quality and consistency of their hitting skills

ECM

- Be healthy
- Stay safe
- Enjoy and achieve
- Economic well-being
- Making a positive

Discrete Learning

French

Our School

PSHE

Health and Wellbeing

RE

Other religions: Judaism

PSED—Health and Wellbeing

To understand the importance of hygiene

To understand why sleep is important

To know how to keep themselves safe and recognise dangers.

To understand what a habit is and that they can be good and bad.

Key

Outside environment

Multiculturalism

Arts



