



Bevendean Primary School Curriculum

Year 3 Spring Framework

Topic focus: The Vikings and Saxons

English

National Curriculum Aims for Year 3

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Learning this term

Learning this term is linked to the Vikings and Saxons, with a focus on ideas and experiences of people in Saxon Britain. Through Viking stories, which see the main character develop, the children engage in various 'Talk for Writing' activities, such as learning a version of the story (imitate), adapting key elements (innovate) and writing their own version (invent). To deepen their understanding of these types of writing, they also participate in role play, hot seating and interview activities in role.

The children learn that stories in which the character is flawed have set features:

- They were originally told in Viking times - approximately 1500 years ago
- They were passed down by oral tradition (by word of mouth) from generation to generation
- They contain flawed characters facing tasks, which make them change their ways
- The flaw leads the character into trouble
- They have some sort of message or discussion point to consider, but do not have a moral
- They tend to have mystical or fantastical creatures that are unknown to the human world
- They contain flawed heroes and heroines who overcome all obstacles in their way
- They repeatedly refer to well-known objects or symbols; a box, a labyrinth, a set of wings
- They contain gods, goddesses and supernatural forces beyond our world.

The children write instructions linked to capturing a frost giant. They look at different examples of instructional writing and decide upon the best way to capture the reader's attention and how to inform and engage the reader in an exciting way. Through research in ICT, using virtual guided tours and information texts, the children gain knowledge and develop an understanding of the similarities and differences between Saxons, Vikings and modern day. They discover why the Vikings invaded and how this affected those already living in Britain, using a range of historical sources. They then write and produce information texts.

The children participate in drama workshops where they develop their knowledge of Vikings and act out given scenarios in role.

Mathematics

National Curriculum Aims for Year 3

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Learning this term

In mathematics, the children learn and apply skills involving ordering and writing numbers, problem solving, dividing and multiplying, in the context of Viking treasure. They are presented with large packages, which contain treasure. Their task is to calculate how the treasure is to be divided amongst the crew members on their long ships.

Through the topic of The Vikings, the children make their own coins, which they use when learning about decimals, fractions and money. This is followed by developing strategies to add and subtract amounts of money and to give change. They are presented with straight forward calculations as well as word problems linked to The Vikings where they identify the appropriate calculation.

The children develop their knowledge and ability to read and compare time to the nearest minute. This is linked to French where they learn to tell the time in French. Reading and interpreting timetables to show their understanding of time is linked to The Vikings, for example loading a long ship, journey times and how long it takes to complete a raid. The children work in role as Vikings to make their own timetable and to plan their journeys on a long ship.

Science

National Curriculum Aims for Year 3

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Living things and their habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals including humans

- describe the changes as humans develop to old age.

Properties and changes of materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Learning this term

Through exploring, designing, planning and making Viking long ships, the children learn about the properties of different materials such as cardboard, foil, wood and metals and their hardness, solubility, transparency and suitability. They have opportunities to test different materials and give reasons for their suitability for specific purposes of everyday life. The children also explore matters of state and how some changes are reversible and irreversible. This is linked to making Viking coins in clay where the change in state of the clay is irreversible. They also learn how heat affects changes of state. The children experiment with a range of materials such as paper, plasticine, modelling clay and foods such as eggs and bread to learn how some changes are reversible and others are irreversible.

The children further explore how light travels and how objects are seen because light is reflected, using torches and mirrors. They hypothesise about what happens to light when confronted with an object and how their pupils change to allow more or less light in to their eyes.

History

National Curriculum Aims for Year 3

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Learning this term

The children learn about changes in Britain, from the Roman departure to the arrival of the Vikings. Using ICT, children explore how and why the Vikings prepared to invade Britain by using simulations and research. They use a computer programme, which guides them through a historical quest during The Viking period. The computer programme enables the children to develop their understanding of why the Vikings left Scandinavia and invaded Britain. Whilst using the simulations, the children make informed decisions that affect the outcome of their quest.

When the Vikings came to Britain, they had their own pagan religion. They worshipped many gods. The children explore the different Viking beliefs and use this knowledge to compare it with their own beliefs. The children create their own display of some of the three worlds of creation in which Vikings believe. They present their knowledge in posters, information sheets and games.

Design and Technology

National Curriculum Aims for Year 3

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Key stage 2

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Learning this term

The children research and develop ideas to inform the design of Viking long ships that are fit for purpose. They design, plan, make and test their own Viking long ships using different materials, which is linked with science and mathematics. These tests include floatation, permeability and ability to carry weight (passengers). Part of the exploration involves looking at how different materials and the size of sails affect the long ship's ability to sail.

Art and Design

National Curriculum Aims for Year 3

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history. – Turner 'Rain and Steam' and William Morris designing and making wallpaper in the style W.M

Learning this term

The children work with clay to develop their sculpting techniques. They create their own clay coins of varying denominations and emboss them with a logo, which they also design. They explore Viking art and use this as a stimulus to create their own works of art, using a variety of media. The children create their own class display using different media including collage, sketching and making 3d models showing the different worlds in which the Vikings believe.

Modern Foreign Language

National Curriculum Aims for Year 3

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Learning this term

The children learn French vocabulary related to greetings, age, family, home and food by playing a variety of games and singing songs. They learn simple phrases, questions and answers and practise these verbally.

As part of learning to tell the time in mathematics, the children reinforce numbers in French and tell the time in hours and half past the hour.

Computing

National Curriculum Aims for Year 3

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 2

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Learning this term

Using ICT, the children explore how and why the Vikings prepared to invade Britain by using simulations and research. They present their research in a format of their choosing. They use a computer programme, which guides them through a historical quest during The Viking period. The computer programme enables the children to develop their understanding of why the Vikings left Scandinavia and invaded Britain. Whilst using the simulations, the children make informed decisions that affect the outcome of their quest.

The children continue to develop their word processing skills to present facts about The Vikings.

PSHE

National Curriculum Aims for Year 3

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
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Learning this term

The topics this term are *Going for Goals*, *Good to be Me*, *Healthy Eating*, and *Keeping Safe*, with a focus on drugs and alcohol. Through circle time activities, the children explore and understand the effects of different substances on the human body (links are made with science and history lessons).

Linking to the start of a New Year, children explore positive effects of a healthy lifestyle, including a balanced diet.

Physical Education

National Curriculum Aims for Year 3

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Learning this term

The children learn to play invasion games as part of a team. They develop the skills of running, jumping, throwing and catching in small sided team games. Through basketball, they learn how to pass, retrieve, intercept and about the basic principles of attack and defence. They also learn about health and safety when playing games. This topic also promotes the need for space in a game situation and the children are encouraged to work together as a team in order to plan a sequence of movements towards a goal or scoring points.

During dance lessons, the children develop flexibility, control and strength. They learn about dancing from other cultures and link this to work in RE.

Religious Education

National Curriculum Aims for Year 3

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

Learning this term

The children explore, research and find answers to the question: *Who was Jesus?* They explore the images that portray Jesus and question why he is portrayed in such a way. As well as this, the children listen to and discuss psalms and stories from the Bible. Through discussion, the children develop their understanding of beliefs and viewpoint. The children also learn why the Bible is important to Christians. They learn and act out the true story of Mary Jones (Mary was from a poor Welsh family. She saved for six years, walked 25 miles, barefoot, to buy a Bible, which demonstrates how important the Bible is to Christians).

The children develop their knowledge and understanding of the significance of Easter for Christians. They revise the events that led up to Easter and learn that it is the most important festival in the Christian calendar. They learn that Easter celebrates the resurrection of Jesus from the dead three days after he was executed and that the Easter story is at the heart of Christianity.

The children consider the question: *What is faith?* They begin to develop their understanding of the meaning of faith through experiments.

Music

National Curriculum Aims for Year 3

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 2

- 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
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Learning this term

The children learn to sing simple rounds and develop control, rhythm and fluency by playing familiar instruments.

Specialist music teaching is provided each term by external teachers, linked to our topic of the Vikings and Saxons. The children learn a Viking song that would have been sung whilst on a long ship.

During the spring term, the whole school participates in *sign2sing*, which is an annual, world record breaking event where the children collectively learn a song and the sign language to accompany the song. By taking part in *sign2sing*, the children learn some sign language in a fun and memorable way.