

Topic Curriculum Planning

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| Year Group: 3 | Term: Summer 1 | Theme: Vikings |
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Curriculum Objectives:

Computing objectives:

To use technology safely.

To recognise websites and games suitable for me.

To use the safety features of websites.

To report any concerns I have to a trusted adult.

History objectives:

To use an increasing range of common words and phrases relating to the passing of time.

Ask and answer questions, choosing from a variety of sources to show they understand the key features of events.

To record their ideas about the past in a structured way.

Use more than one source to find out about the past.

Explore the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Science:

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.

Music objectives:

Listen with attention to detail and recall sounds with increasing aural memory

Play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression

DT objectives:

Understand how mechanical systems such as levers and linkages or pneumatic systems create movement.

PSHE objectives:

Demonstrate they can recognise their own worth and that of others.

Express their views confidently and listen and show respect for others.

Recognise how their actions affect themselves and others.

To understand the importance of rules and why we have these.

RE objectives:

To explore how Sikh beliefs affect their ways of life and the importance they place on sharing.

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| Lesson | Subject/s | Learning Objective | Lesson | Subject /s | Learning Objective |
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| 1 | PSHE | To revisit and discuss rules. Why do we have them? How do they help us and why are they important? Introduce and discuss ideas of role models. Why do we admire some people and what important qualities do they have? Discuss some important role models in history. | 8 | History | To begin to explore Viking raids and invasions. To understand how and why the Vikings invaded Britain. |
| 2 | Computing | To use technology safely and know what to do if something happens online that makes us feel uncomfortable. Discuss ways that we can protect ourselves online. | 9 | History | To continue work on Viking raids and invasions. Explore the boats the Vikings used . |
| 3 | DT | To recognise how gears, levers and pulleys work. Explore and create own systems. | 10 | History | Complete work on Viking raids and invasions. Explore Viking warriors and what weapons these people used. |
| 4 | Science | To compare how things move on different surfaces. Explore the force of friction and test this using different surfaces and materials. | 11 | Music | Singing and performing in a different language. Learning a song in French and then performing it with actions. |
| 5 | Science | To explore magnets and how not all forces need to be in contact with something for them to have an effect. To explore and test different materials to see which ones are magnetic and those that are not. | 12 | Music | Singing and performing in a different language. Children will be performing a rap in a different language and listening to the beat and rhythm of the music. |
| 6 | Science | To explore magnets more closely and how the magnetic poles are different. Can we predict if something will attract or repel based on which poles are facing? | 13 | Music | Learning to read a score and perform this in another language. |
| 7 | History | To develop a chronologically secure knowledge and understanding of British, local and world history. To understand where the Vikings came from. | 14 | RE | To learn to explore how Sikh beliefs affect their ways of life and the importance they place on sharing. |