


## TOPIC TITLE: YEAR 3/4

<p><b>INVADERS AND SETTLERS: ANGLO-SAXONS</b></p> 	<p><b>ART:</b>  <b>As artists we will:</b>          Explore how shapes and negative spaces can be represented by three dimensional forms. We will Manipulate a range of materials, and learn ways to join and create free-standing structures. (Kapow Unit 3.3)</p> <p>Our artist study is <b>Joan Miró</b></p>	<p><b>HISTORY/GEOGRAPHY</b>  <b>As Historians we will:</b>          Learn the chronology of the Angle, Jute, Saxon and Viking invasions. Use a range of sources of evidence to learn about how and why the Anglo-Saxons settled in Britain. Consider the importance of archaeological finds such as Sutton Hoo. Use historical research to create fact-files on the Anglo-Saxon Gods and Goddesses.</p> <p><b>As Geographers we will:</b>          Look at the location of countries that the invaders came from on world maps. Follow the journeys made by the Anglo Saxons to Britain on European maps. Locate Anglo-Saxon settlements on a map, exploring name derivations.</p>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Who were the Anglo-Saxons and where did they come from?</b></li> <li>• <b>Why did they want to invade Britain?</b></li> <li>• <b>Where did the Anglo-Saxons settle?</b></li> <li>• <b>What was it like to live in an Anglo Saxon Village?</b></li> <li>• <b>What was life like for an Anglo Saxon Child?</b></li> <li>• <b>What did they eat?</b></li> <li>• <b>How do we find out about the past?</b></li> <li>• <b>What is the Anglo Saxon legacy?</b></li> </ul>
<p><b>COMPUTING</b>  <b>In computing we will use Purple Mash Computing Scheme to:</b>          Learn about on-line safety and gain a greater understanding of how a computer works through the unit of hardware investigators. Children will also create their own music and learn about using e-mail communication.</p>	<p><b>DT:</b>  <b>As designers we will:</b>          Design, develop a program, house and promote a Micro:bit electronic charm to use in low-light conditions (Kapow Unit 3. 4)          Learn about Anglo-Saxon food and create our own versions of some typical dishes.</p>	<p><b>ENGLISH:</b>  <b>As readers we will:</b>          Read the Firework Maker's          Read and investigate a selection of information texts about the Anglo-Saxons to inform writing.</p> <p><b>As writers we will:</b>          Write vivid character descriptions using evidence from texts read. Write a narrative poem about the epic battle between Beowulf and the Grendel. Write a newspaper report of the invasions.</p>	
<p><b>PE</b>  <b>In Real PE Yr 3, Unit 1, we will:</b>          Develop static balance and coordination in our footwork.  <b>In swimming we will:</b>          Developing our water confidence, stamina and stroke technique.  <b>In Invasion Games we will:</b>          Play competitive games and apply basic principles suitable for attacking and defending in hockey.</p>	<p><b>MATHS:</b>  <b>As mathematicians we will:</b>          Learn about place value, addition and subtraction, multiplication and division.          Explore 2D and 3D shape and money. Use scales to weigh ingredients accurately.          Ratio – scale up ingredients to feed a larger number.</p>	<p><b>MUSIC:</b>  <b>As musicians we will:</b>          Listen to and appraise RnB and other styles of music; play and improvise using instruments (question and answer); talk about the lyrics of a song and their meaning; identify and discuss musical dimension of a song; identify a song's main sections.</p>	<p><b>SCIENCE:</b>  <b>As scientists we will:</b>          Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat          Identify that humans and some other animals have skeletons and muscles for support, protection and movement.          Describe the simple functions of the basic parts of the digestive system in humans.          Identify the different types of teeth in humans and their simple functions. 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 of a sound and features of the object that produced it.          Find patterns between the volume of a sound and the strength of the vibrations that produced it.          Recognise that sounds get fainter as the distance from the sound source increases.</p>
<p><b>LANGUAGES:</b>  <b>As linguists we will</b>          Revise learn/revisit simple greetings, numbers and colours          Learn the names of the parts of the body in French; use adjectives to describe them; engage in a 'going to the doctors' dialogue to develop this vocabulary.          We will also learn a French Christmas song.</p>	<p><b>PSHE/ SMSC/ BRITISH VALUES</b>  <b>We will study Jigsaw PSHE Scheme Units (Year 3):</b>          Being in my world and Celebrating Differences.          In addition, we will complete the Taking Care project and participate in Anti-Bullying Week.</p>	<p><b>VISITS &amp; EXPERIENCES</b>          A visit from St. John's museum with a focus on the role of the archaeologist and artefacts in studying history or a visit to the local Anglo-Saxon church.</p>	

**RE**

**In RE we will:**

Consider why are nature and the seasons significant for religion and worldviews? (CWAG Unit L2.1)

What do Christians learn from the Creation Story? (CWAG Unit L2.1)

We will also think about the Christmas story.