



St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: Y3/4

Strand B

Term: Spring

Theme: The Anglo Saxons/ Vikings

Framework of Skills, knowledge and Understanding
Subjects

Art	D&T	History	Geography
<p>Painting</p> <ul style="list-style-type: none"> • Create a background wash. • Use a range of paint brushes to create different effects and textures. • Create mood using colour and texture in my painting. <p>Collage</p> <ul style="list-style-type: none"> • Cut accurately for my collage. • Successfully use different materials together in a picture. • Combine different materials to create tone and form within a collage <p>3D-Modelling</p> <ul style="list-style-type: none"> • Experiment with and combine materials and process to design and make a 3D form. • Detail and texture and pattern onto my model. • Make a pop-up model. (Miracles) <p>Art & Designers</p> <ul style="list-style-type: none"> • Explore works from different periods of time. Recognise and explain art from different periods of time. <p>Music <u>STOP! Charanga original scheme</u></p> <ul style="list-style-type: none"> • Listen to Grime/rap music and discuss some of the style indicators, instruments & musical dimensions. • Discuss the differences between rap and singing. 	<p>Combine and make 3D models – Viking long ship (Research and Design)</p> <ul style="list-style-type: none"> • prove that a design meets a set criteria. • design a product and make sure that it looks attractive • choose a material for both its suitability and its appearance • use ideas from other people when designing • produce a plan, labelled drawings and explain it • persevere and adapt work when original ideas do not work • communicate ideas in a range of ways, including by sketches and drawings which are annotated/labelled • evaluate products to support their own designs <p>Make</p> <ul style="list-style-type: none"> • follow a step-by-step plan, choosing the right equipment and materials • work accurately to measure, make cuts and make holes • measure accurately • Make a moving sail using a pulley system <p>Evaluate</p> <ul style="list-style-type: none"> • explain how to improve a finished model • know why a model has, or has not, been successful • evaluate and suggest improvements for design • evaluate products for both their 	<p>THE ANGLO SAXONS AND VIKINGS Chronological Understanding</p> <ul style="list-style-type: none"> • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons <p>Know how Britain changed between the end of the Roman occupation and 1066</p> <ul style="list-style-type: none"> • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a timeline to show when the Anglo-Saxons were in England <p>Timeline Work:</p> <ul style="list-style-type: none"> • Place the time studied on a timeline • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts <ul style="list-style-type: none"> • Use terms related to the period and begin to date events • Understand more complex terms e.g. BC/AD, ([HA] use mathematical skills to work out time differences between major events) 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • name and locate counties (kingdoms) and cities of the United Kingdom • Locate the world's countries, using maps to focus on Europe: Germany, Denmark, Netherlands, Norway, Sweden on a globe. • Know where the Vikings originated from and show this on a map <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of settlements and land use <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases globes and computer mapping to locate countries and describe features studied. <p>Computing</p> <p>Unit 4.3 – Spreadsheets 2Calculate</p> <p>Unit 4.5 Logo</p> <p>Unit 3.4 Touch Typing Unit 3.6 Branching Databases</p>

<ul style="list-style-type: none"> Learn to sing the grime song 'Stop!' and compose own 'rap' verse. Compose lyrics for a new verse in small groups, review, then make final decisions as a class. Perform the song. Link the performance to the style of the song. <p><u>EASTER PLAY</u></p> <ul style="list-style-type: none"> Sing a range of songs in unison and in 2-parts (including rounds). Sing tunefully and with expression. Demonstrate a good singing posture. Communicate the meaning of the words and clearly articulate them. Plan the performance for an audience. <p><i><u>Musical understanding (ongoing)</u></i></p> <p><i>Rhythm pizza and rhythm grid – copy rhythms and be able to learn about notation/sound & symbol connection (talk about differences between pulse and rhythm). Play warm up games to develop musical knowledge and skills.</i></p>	<p>purpose and appearance</p> <ul style="list-style-type: none"> explain how the original design has been improved present a product in an interesting way <p>Technical Knowledge</p> <ul style="list-style-type: none"> know how to strengthen a product by stiffening a given part or reinforce a part of the structure use IT, where appropriate, to add to the quality of the product 	<p><u>Range and depth of historical enquiry</u></p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Understand why people may have wanted to do something. Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events <p>Interpretations of History</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event Ask a variety of questions. 	<p><u>PHSE/RSE</u></p> <p>Jigsaw – Celebrating Differences</p> <p>Dreams and Goals</p>
	<p>Science</p> <p>States of Matter</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		

