



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. • Begin to sculpt clay and other mouldable materials. • Detail and texture and pattern onto my model. • Work with life size materials. (pottery) • 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>Textiles</p> <ul style="list-style-type: none"> • Join fabric together. • Experiment with and combine different materials in a project. • Use my textile and sewing skills as part of a project. (weaving) 	<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 purpose and appearance 	<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>Range and depth of historical</p>	<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>Year 3 Branching Database Spreadsheets</p> <p>Year 4 Logo Sound Stories Effective Searching</p>

<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. • 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>Musical understanding (ongoing)</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>	<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>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><u>Jigsaw</u></p> <p><u>Online Safety</u> How to Behave Sensibly Online</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. 	

