



Year 3 Curriculum Term 3

Topic Title: Traders and Raiders

English	Maths
<p>Non-fiction- DISCUSSION – Should Jack be Jailed</p> <p>Tool kit</p> <ul style="list-style-type: none"> • Generalisers for referring to groups of people. P.233 (P2, P3) • Sentence signposts for adding on more information – in addition, furthermore, moreover, also, additionally • Sentence signposts signalling a different viewpoint – on the other hand, alternatively, however, in could be argued that P3 • Words to introduce opinions – believe, think that, suggest, claim, state P4 • Time sentence signposts – first, next, then, finally, lastly, • Introducing the issue – since the capture of Jack ... <p>Fiction – ACTION – A Close Call</p> <p>Tool kit</p> <p>Previous:</p> <ul style="list-style-type: none"> • Focus on the action with a sentence of 3 (E.g. He ran down the lane, leapt over the wall and screamed!) • To use onomatopoeia to interrupt, e.g. Snap! • Use a range of dramatic fronted adverbials to advance the action, e.g. At that moment, ...Suddenly, ...Unfortunately, ... <p>Tool kit</p> <p>Y3/4</p> <ul style="list-style-type: none"> • Show not tell- reveal or hint at a character’s feelings through their actions (trudged, tiptoed, glanced, sighed) • Use a variety of progressive ‘-ing’ openers to drop the reader straight into the action (e.g. Leaping out from behind the car,...) • Short punchy sentences. Vary sentence length to affect the reader, short punchy sentences to build tension and pace: The door slammed shut) 	<p>Multiplication and Division</p> <ol style="list-style-type: none"> 1. Multiples of 10 <ul style="list-style-type: none"> • identify and list multiples of 10 up to 1000. This includes recognising the patterns in the multiplication table for multiples of 10. 2. Related Calculations <ul style="list-style-type: none"> • addition and subtraction calculations that are related to known multiples of 10 (e.g., if $4 \times 10 = 40$, then $40 + 40 = 80$ or $40 - 10 = 30$). 3. Reasoning about Multiplication <ul style="list-style-type: none"> • explain their understanding and methods used in multiplication tasks using appropriate mathematical language, showing an understanding of commutativity in multiplication contexts. 4. Multiply a 2-digit number by a 1-digit number – no exchange <ul style="list-style-type: none"> • accurately multiply a 2-digit number by a 1-digit number without the need for exchange (e.g., 23×3). 5. Multiply a 2-digit number by 1-digit number – with exchange <ul style="list-style-type: none"> • correctly multiplying a 2-digit number by a 1-digit number where regrouping (carrying over) is required (e.g., 47×6). 6. Link Multiplication and Division <ul style="list-style-type: none"> • apply the relationship between multiplication and division (e.g., knowing that if $4 \times 5 = 20$, then $20 \div 5 = 4$ and $20 \div 4 = 5$). 7. Divide a 2-digit number by a 1-digit number – no exchange <ul style="list-style-type: none"> • divide a 2-digit number by a 1-digit number straightforwardly, where there is no remainder (e.g., $72 \div 8$). 8. Divide a 2-digit number by a 1-digit number – flexible partitioning <ul style="list-style-type: none"> • divide a 2-digit number by a 1-digit number using partitioning strategies that allow flexibility in their calculation approach (e.g., breaking $98 \div 2$ into $(90 \div 2) + (8 \div 2)$). 9. Divide a 2-digit number by a 1-digit number – with remainders

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WHOLE CLASS READING – Viking in Trouble

Whole Class reading schedule:

Lesson 1: 'Vocabulary / General Knowledge.' This session will concentrate on expanding the students' vocabulary and reinforcing their understanding of key concepts within the text

Lesson 2: 'Just read' Students will engage in independent reading of the assigned passages

Lesson 3: 'Close Read' students will develop a deeper comprehension of the text's theme and characters.

Lesson 4: 'Comprehension students will comprehend and articulate the events and messages conveyed in the novels.

Lesson 5: 'Book selection' students will visit the library to explore text. Students have the opportunity to read with adults.

- divide 2-digit numbers by 1-digit numbers and correctly identify remainders in the results (e.g., $35 \div 6$ results in 5 remainder 5).

10. Scaling

- multiplication to scale up or divide to scale down quantities in practical contexts (e.g., if a recipe needs 4 apples for 2 people, how many apples are needed for 5 people?).

11. How Many Ways?

- explore and identify various ways to solve multiplication and division problems, understanding that different strategies might be used depending on the numbers and context involved.

Measurement: Length and Perimeter

1. Measure in Metres and Centimetres

- measure lengths using rulers and tape measures to an accuracy of nearest centimetre. They should understand the relationship between metres and centimetres and convert between the two units fluently.

2. Measure in Millimetres

- understand that there are 10 millimetres in 1 centimetre. They should be able to measure small objects using a ruler marked in millimetres.

3. Measure in Centimetres and Millimetres

- measuring lengths using both centimetres and millimetres, and should be able to record measurements using appropriate notation (e.g., 3 cm 5 mm).

4. Metres, Centimetres and Millimetres

- understand the relationship between metres, centimetres, and millimetres, and convert measurements between these units without errors, understanding that 100 cm equals 1 m, and 10 mm equals 1 cm.

5. Equivalent Lengths (Metres and Centimetres)

- convert lengths from metres to centimetres ($1 \text{ m} = 100 \text{ cm}$) and vice versa in practical contexts.

6. Equivalent Lengths (Centimetres and Millimetres)

- convert between centimetres and millimetres ($1 \text{ cm} = 10 \text{ mm}$) and apply this understanding to solve problems that involve comparing lengths using these units.

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	<p>7. Compare Lengths</p> <ul style="list-style-type: none"> compare different lengths and use mathematical symbols such as $>$, $<$, and $=$ to represent the comparison correctly. <p>8. Add Lengths</p> <ul style="list-style-type: none"> add together lengths given in the same units, and where necessary, perform conversions first to align the units (e.g., converting all measurements to centimetres before adding). <p>9. Subtract Lengths</p> <ul style="list-style-type: none"> subtracting one length from another within the same units, ensuring any necessary conversions are made beforehand. <p>10. Understanding Perimeter</p> <ul style="list-style-type: none"> define perimeter as the total length around the edge of a 2D shape and understand how it is measured. <p>11. Measure Perimeter</p> <ul style="list-style-type: none"> measure the length of each side of a rectilinear shape (e.g., a rectangle) and correctly add the lengths to calculate the perimeter of the shape. <p>12. Calculate Perimeter</p> <ul style="list-style-type: none"> use addition of side lengths or repeated addition (in the case of regular shapes) to accurately calculate the perimeter of polygons, understanding different methods of calculation based on the shape.
RE	PSHE
<p>Sikhi</p> <ul style="list-style-type: none"> I can describe things that are important to Sikhs and show how these impact their lives and actions. I can make suggestions about what Sikhs believe about God. I can make links between Sikh stories and the actions of Sikhs today. I can explain what the 5K's are and why they are important to Khalsa Sikh's. • I can make suggestions about why it is important for Sikhs to become part of the Khalsa. <p>Knowledge building blocks:</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> Sikhs believe that there is only one God, who they have several names for. (Waheguru) 	<p>Too much Selfie isn't Healthy</p> <ul style="list-style-type: none"> Kindness: showing love for others Flip your phone: How can you be #unselfie and doing something kind for others? What's your emergency? How to respond in an emergency Elizabeth Everest: Honouring others for their kindness No person is an island: Working together, listening to one another and respecting other's views Padlocked Privacy Discussing why it is important to keep personal information private (reflection and self-evaluation)

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<ul style="list-style-type: none"> • Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and sharing all they have. • It is important for Sikh's to belong to a community of believers called the Khalsa. • Khalsa Sikhs wear 5 articles of faith which reminds them of their faith and duty as a Sikh. 	
Music	PE
<p>Musicianship:</p> <ul style="list-style-type: none"> -Tempo: 112 bpm (Moderato, a moderate speed) -Time Signature: 3/4 (3 crotchets in every bar) -Simple rhythmic patterns using minims, crotchets, quavers and their rests -Key Signature: F major (1 flat) -Simple melodic patterns using the notes F G A -Improvisation – 1,2,3 or 5 notes – G A B C D <p>Listen and Respond: Selection of songs (see overview)</p> <p>Singing: Selection of songs (see overview)</p> <p>Playing: Glockenspiel – EGAC Recorder – EGAC, GAB (4 parts) EF#G#AB (4 parts)</p> <p>Improvising and composition: Improvise with the Song – CDE – 1,2,3,5 notes – GABCD</p> <p>Performing: Perform and share what has taken place in the lesson</p>	<p>Teacher Led – moves Football</p> <ul style="list-style-type: none"> -Working towards precise movement, balance, coordination, control, power, and speed -Use the correct part of the foot to stop the ball, kick the ball and change direction -Starting to remember names of some skills and use some skills in a game situation -Starting to show good decision making and judgement skills -Work well with others as part of a team and starting to show good communication skills and timing e.g. asking for the ball at the correct time <p>TSC – Passing for Possession (Invasion- Football and Hockey)</p> <p>Pupils will be taught to: use running, jumping, throwing, catching and passing in isolation and in combination as well as play competitive games, modified where appropriate.</p> <p>Fundamental Movement Skills addressed:</p> <p>Locomotor- Running, Walking, Hopping, Jumping (height & distance)</p> <p>Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting</p> <p>Object Control- Control, Throwing, Kicking, Dribbling</p>
French	Computing
<p>Unit 5- J'ai un frère</p> <p>Family members (<i>frère, soeur</i>), <i>je voudrais</i> ...</p>	<p>Programming A – Sequencing Sounds</p> <ul style="list-style-type: none"> ▪ To explore a new programming environment

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<p>Unit 6 – Beaucoup de bonbons numbers 11–20</p> <p>Unit 7 – Un bonbon rouge colours, more commands</p>	<ul style="list-style-type: none"> ▪ I can identify that each sprite is controlled by the commands I choose ▪ To explain that a program has a start ▪ To recognise that a sequence of commands can have an order ▪ To change the appearance of my project ▪ To create a project from a task description
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Connected Curriculum

History

Substantive Knowledge	Disciplinary Knowledge
<p>Significant Dates</p> <p>Timeline of Events and Concepts:</p> <p>Key Dates and Events</p> <p>AD 410: Withdrawal of Roman troops from Britain The Romans left Britain, which led to significant change in the region.</p> <p>AD 430: Arrival of the Saxons Saxons, coming from what is now Germany, began to settle in Britain.</p> <p>AD 449: Anglo-Saxon invasion of Britain A more significant wave of Saxon settlers began to arrive in Britain.</p> <p>AD 597: Arrival of St Augustine St Augustine brought Christianity to the Anglo-Saxons, marking a major cultural shift.</p> <p>AD 650: Formation of several Anglo-Saxon kingdoms Different kingdoms began to emerge, such as Mercia, Wessex, and Northumbria.</p> <p>AD 787: Viking raids begin The Vikings from Scandinavia started raiding and settling in parts of England.</p> <p>AD 865: Viking Great Army arrives A large Viking force invaded England, leading to greater conflicts and settlements.</p> <p>AD 878: Battle of Edington King Alfred the Great of Wessex defeated the Vikings, leading to peace treaties and boundaries.</p> <p>AD 925: Athelstan becomes King Athelstan is recognised as the first King of England, unifying various kingdoms.</p>	<p>Understanding Historical Context</p> <p>Chronology: The ability to understand the order of events and their time frames helps us place these events in context.</p> <p>Cause and Effect: Examining why these events happened and what resulted from them can deepen our understanding.</p> <p>Significance: Identifying the importance of these events will allow us to see how they have shaped modern England.</p> <p>Skills Development</p> <p>Creating a Timeline: Students will learn to organise and represent historical information visually.</p> <p>Research Skills: Encouraging students to investigate further into each event helps foster independent learning.</p> <p>Discussion and Collaboration: Working in groups to compare findings encourages teamwork and communication skills.</p> <p>Historical Source Materials</p> <p>Primary Sources: Artefacts found in archaeological digs. Writings from monks and chroniclers (e.g., Bede’s “Ecclesiastical History of the English People”).</p> <p>Secondary Sources: Histories written after the Anglo-Saxon period that interpret their lives. Books and websites designed for children about Anglo-Saxon history.</p>

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AD 1066: Battle of Hastings

William the Conqueror defeated King Harold II, leading to Norman rule over England

Endpoints

1. Identify and explain the significance of key events between AD 410 and 1066.
2. Create a timeline that includes at least five significant historical events.
3. Discuss the changes in society during this period and their impact on modern England.
4. Work collaboratively to present their findings to the class.

Research Groups

Daily Life of Anglo-Saxon Settlers

Housing:

Built from wood, wattle, and daub.

Thatched roofs and open fires inside for cooking and heating.

Food:

Diet included bread, porridge, meat (pork, beef, and poultry), fish, vegetables, and dairy.

Use of farming tools and practices such as crop rotation.

Clothing:

Made from wool and linen.

Common clothing items: tunics, dresses, and cloaks.

Work and Society:

Farming was a key activity; men worked in fields, while women managed the home and livestock.

Skilled craftsmen created tools, jewelry, and pottery.

Culture and Beliefs

Religion:

Initially pagan beliefs (gods like Woden and Thunor).

Conversion to Christianity brought churches and monasteries.

Art and Literature:

Known for metalwork, illuminated manuscripts, and epic poetry (e.g., "Beowulf").

Research Skills

Critical Thinking: Encouraged to ask questions about the sources.

Analysis: Students should compare different sources for accuracy and perspective.

Presentation: Represent findings visually and verbally for sharing with others.

Research Skills

Grouping: Work in small groups to allocate specific questions about the Vikings.

Sources: Use various resources to gather information, such as books, websites, and videos.

Recording: Choose a creative method to present the information, such as a poster, a PowerPoint, or a timeline.

Critical Thinking

Reflect on the impact of Viking invasions on Britain. What changes did they bring to the local cultures and societies?

Discuss the skills and technologies that the Vikings used during their travels.

Source Analysis:

Learn to evaluate different sources of information (both primary and secondary) about Vikings.

Investigate artefacts, writings, and images to understand Viking life.

Critical Thinking:

Discuss how different historians might view Viking raids and explorations.

Encourage students to ask questions about the reliability of sources.

- [BBC Bitesize - Anglo-Saxons](#)
- [The British Museum - Anglo-Saxons](#)
- [Primary Homework Help - Anglo-Saxons](#)
- [BBC Bitesize - Vikings](#)
- [National Geographic Kids - Vikings](#)
- [The Jorvik Viking Centre](#)

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Importance of storytelling and oral traditions.

Endpoints

1. Describe key aspects of Anglo-Saxon daily life.
2. Interpret and analyse historical sources.
3. Create an informative and engaging presentation board to share with their peers.

Beware the Viking Raiders!

Who Were the Vikings?

The Vikings were a group of people primarily from Scandinavia, which includes present-day Norway, Sweden, and Denmark.

They lived during the late 8th century to the early 11th century (roughly from 793 to 1066 AD).

Vikings were known as traders, explorers, and warriors. They often travelled by long ships, which allowed them to navigate rivers and seas.

Where Did They Come From?

The Vikings originated from Northern Europe, specifically the Scandinavian countries.

They lived in small villages and were skilled in farming, fishing, and crafting.

The First Viking Invasions of Britain

The first recorded Viking raid on England was in 793 AD at the monastery of Lindisfarne, off the northeast coast of England.

The Vikings attacked and looted many monasteries across England because they were often wealthy but poorly defended.

Over the following years, they invaded and settled in various parts of Britain, including the east coast and parts of Scotland.

Endpoints

1. Describe who the Vikings were and where they originated from.
2. Identify key events of the first Viking invasions in Britain.
3. Present findings in a clear and engaging way, using appropriate methods (posters, presentations, etc.).

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4. Understand the significance of the Viking raids and settlements in British history.

Viking Life

Daily Life

Homes

Vikings lived in longhouses made of wood and turf. They had thatched roofs, and these homes often housed extended families along with livestock.

Farming

Vikings were farmers who grew crops such as barley, oats, and rye. They also raised animals like cows, sheep, and goats for food and materials.

Family and Society

Life for Women and Children

Women in Viking society had important roles including managing the home, taking care of children, and sometimes even trading. Children were expected to help with chores and learn skills useful for survival.

Warfare

Weapons

Vikings used various weapons like swords, axes, shields, and helmets. They were skilled warriors and often fought to gain land and wealth.

Famous Vikings

Notable Vikings include:

Leif Erikson – known for exploring North America.

Ragnar Lothbrok – a legendary Viking hero and king.

Exploration

Ships

Viking ships, like the longship, were crucial for their explorations. These ships were designed for speed and could sail in shallow waters.

Treasures

What did they treasure?

Vikings valued silver and gold, often acquiring it through trade and raids. They also made beautiful jewellery and weapons and cherished items like tools and everyday utensils.

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<p>Endpoints</p> <ol style="list-style-type: none"> 1. Describe various aspects of Viking life including homes, farming, weapons, and roles in society. 2. Analyse different historical sources to extract information. 3. Present their findings about a specific topic related to Viking life, using facts and evidence. 	
Art	
Substantive Knowledge	Disciplinary Knowledge
<p>Anglo-Saxon Patterns</p> <p>Anglo-Saxon Patterns: Anglo-Saxon art is known for its intricate and geometric patterns. These patterns often feature interlacing designs, animals, and geometric shapes.</p> <p>Printing Techniques: Polystyrene block and relief block printing are two common techniques used to transfer designs onto fabric. Polystyrene blocks involve carving a design into a soft plastic sheet, while relief blocks use materials like string, card, and glue to create a raised surface.</p> <p>Materials: For polystyrene block printing, you will need polystyrene sheets, pencils for drawing designs, and cutting tools. For relief block printing, gather materials like string, card, glue, and scissors.</p> <p>Ink: Printing inks come in different colours and can be used to transfer designs onto fabric.</p> <p>Fabric: Cotton fabric is a common choice for printing projects as it holds ink well and is easy to work with.</p> <p>Endpoints</p> <ol style="list-style-type: none"> 1. Identify key characteristics of Anglo-Saxon patterns. 2. Create their own intricate designs inspired by Anglo-Saxon art. 3. Use polystyrene or relief block printing techniques to transfer their designs onto fabric. 	<p>Art Skills:</p> <p>Observational drawing and copying of Anglo-Saxon patterns. Experimentation with different materials such as polystyrene, string, card, and glue to create print blocks. Application of printing inks onto fabric using the created print blocks.</p> <ul style="list-style-type: none"> • The British Museum - Anglo-Saxon Art • Tate Kids - How to Make a Printing Block • National Geographic Kids - Anglo-Saxons Facts

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4. Experiment with different printing inks to create a variety of patterns on fabric squares.

Design and Technology

Substantive Knowledge

Saxon Weaponry

Saxon weaponry included spears, daggers, and battle-axes
 These weapons were used for hunting, self-defence, and warfare
 Saxon weapons were expertly crafted and designed for maximum impact and efficiency
 Materials commonly used in Saxon weaponry construction included wood, metal, and leather
 Understanding the purpose and functionality of each type of weapon is crucial in designing and constructing them accurately

Endpoints

1. Identify different types of Saxon weaponry and their purposes.
2. Create detailed designs for a spear, dagger, or battle-axe.
3. Choose appropriate construction materials based on the design requirements.
4. Safely construct a model of their chosen Saxon weapon.

Charm Making

Anglo-Saxon Charms: Charms were small decorative items worn for protection and good luck by the Anglo-Saxons.

Materials: Air-drying or coloured clay, glass beads, wood beads, shell beads, bone beads.

Tools: Rolling pins, clay cutting tools, string or cord for threading.

Endpoints

1. Explain who the Anglo-Saxons were and the role of charms in their culture.
2. Select and use appropriate tools to craft small clay charms.

Disciplinary Knowledge

Research:

Use online resources and books to find information about Saxon weaponry. Look at photographs, artefacts, and film footage to understand the design and functionality of Saxon weapons.

Design:

Sketch detailed designs of a spear, dagger, or battle-axe, considering size, shape, and decorative elements.
Label the key features of their designs, such as the blade, handle, and grip.

Material Selection:

Choose appropriate materials for constructing their weapon based on their design, considering factors like durability and safety.

Construction:

Safely use tools like scissors, glue, and cardboard cutters to construct their Saxon weapon model.
Follow instructions carefully and seek help when needed to ensure safe construction practices.

Designing Charms:

Sketching ideas for Anglo-Saxon charm designs.
Selecting appropriate shapes and symbols.
Planning the layout of the necklace.

Working with Clay:

Rolling and shaping clay into charm designs.
Using tools safely for cutting and detailing.

Assembling the Necklace:

Threading charms onto a cord.
Adding beads in a visually appealing way.

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3. Thread charms onto a cord to create a personalised necklace.
4. Demonstrate an understanding of design and technology skills in creating Anglo-Saxon charms.

Anglo-Saxon Homes

The Anglo-Saxons lived in small village settlements.

Their homes were typically made from timber, thatch, and wattle and daub.

The houses had thatched roofs made from straw or reeds.

Wattle and daub walls were made by weaving thin branches (wattle) and covering them with a mixture of mud, clay, and straw (daub).

The houses had small windows with no glass, often covered with animal hides.

Endpoints:

1. To create a model of an Anglo-Saxon home using appropriate materials.
2. To understand the construction techniques used by the Anglo-Saxons.
3. To collaboratively build an Anglo-Saxon village in the classroom.

Securing the necklace for wearing.

Reflecting on Design Choices:

Explaining the inspiration behind the charm designs.

Describing the materials used and their significance.

Evaluating the overall aesthetics of the necklace.

Research and Planning:

Researching the materials and techniques used by the Anglo-Saxons.

Planning the design and layout of the model house.

Construction Skills:

Cutting and shaping materials such as cardboard, paper, and twigs.

Using glue, tape, and other adhesives to build the model house.

Creativity and Presentation:

Decorating the model house with details such as thatched roofs and wattle and daub walls.

Presenting the model house as part of an Anglo-Saxon village.

- [BBC Bitesize - Saxon Weapons](#)
- [National Geographic Kids - Ancient Saxons](#)
- [The British Museum - Saxon Weapons Collection](#)
- [BBC Bitesize - Anglo-Saxons](#)
- [Twinkl - Anglo-Saxons Resources](#)

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