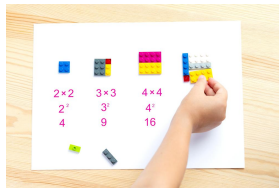


Learning Question: Were the Vikings good for the health of our country?
Driver: Health

Year 3
Spring 1
Vikings: Vicious or Valiant?

Hook for Learning
Immersion: The Invasion!

In Maths, can we...?



Multiplication and division

Use concrete, pictorial and abstract methods to:

- recall and use multiplication and division facts for the 3, 4 and 8 - multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers
- times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Key vocabulary: multiple, double, halve, half, times, divide, division, share, equal parts, multiply, repeated addition, two step problems, times tables

In English, can we...?

Write effective sentences across different genres using:

- Time adverbials
- Direct speech
- Precise verbs
- Onomatopoeia
- Alliteration
- Similes
- Repetition for effect
- Pun/rhyme
- Rhetorical question
- Complex sentences

- Expanded noun phrases
- Personification

We aim to sustain our writing by composing several paragraphs at a time, keeping our writing clear, coherent and consistent.

We will be basing our writing around the myth 'Theseus and the Minotaur'.

Key vocabulary: adverbs, noun, verb, adjective, alliteration, onomatopoeia, simile, repetition, punctuation

In French, can we...?

In French can we...?

Talk about pets. Learn key vocab and phrases and use existing vocabulary to talk about how many pets we have, how old they are and what colour they are.

Ma famille - talk about family in French, using key words and phrases.

Key vocabulary:

As-tu un animal - do you have a pet? J'ai... (un chien) - I have... (a dog). Je n'ai pas d'animal - I haven't got a pet. Un chien - dog, un lapin - rabbit, un cochon d'Inde - guinea pig, un oiseau - bird, un hamster - hamster, un poisson - fish, une souris - mouse, une tortue - tortoise. Ma mère - mum, mon père - Dad, mon frère - brother, ma sœur - sister, mon grand-père - grandpa, ma grand-mère - grandma.

In Art, can we...?

- Research sculpture and different artists of famous sculptures
- Discover Viking longship figureheads and their meanings
- Design and plan our own viking figurehead
- Manipulate clay to follow a design
- Use tools to make precise details

Key vocabulary: sculpture, figurehead, mythology, mythical, longship, clay, tools, detail, refine

In RE, can we...?

Judaism:

- How can a synagogue help us understand the Jewish faith?
- What are important times for Jews?
- What do Jews believe?

Key vocabulary: synagogue, Judaism, Jewish, Jews, Torah, Passover, Sabbath

In PE, can we...?

- Demonstrate an understanding for cooperation within team activities.
- Develop a keen understanding for how we can adapt movement to suit the activity.
- Begin to develop and understand a wide range of vocabulary that supports how we grow as athletes.
- Actively participate in invasion games ranging from football, netball and hockey whilst coordinating as a team.
- Exercise and develop an understanding of travelling movements

Key Vocabulary: Acceleration, agility, balance, interdependence, coordination, teamwork, obstacles, intervals, flexibility, repetition, pace, range of throws, kick, reaction, pass, mark, tackle



In Music, can we...?

- Distinguish between melody, pitch, rhythm, and understanding that rhythmic patterns fit into the beat.
- Perform simple rhythmic patterns utilising a variety of different everyday items.
- Develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures.
- Begin to take part in improvisation sessions with confidence.
- Understand getting louder and quieter in finer gradation.
- Playing/supporting peers in a set piece of music using STOMP as inspiration..

Key vocabulary: melody, pitch, beat, rhythm, count, cycle, pattern, repeat, ostinato, percussion, body percussion, junk percussion, beater, improvise, structure, layers, piano, forte,

[In PSHE, can we...?](#)

Valuing differences

- Celebrate the differences in our families, friends, local area, school, country and wider world.
- Discuss the terms racism, sexism and inequality
- Discover the British Values of Rule of Law, Diversity, Respect, Individual Liberty and democracy.

Key vocab: diversity, friendships, relationships, race, religion, ethnicity, differences, tolerance, racism, sexism, inequality, British Values

[In Science, can we...?](#)

- Ask relevant questions and use different types of scientific enquiry to answer them
- Set up simple practical enquiries, comparative and fair tests
- Take accurate measurements, where appropriate, using standard units
- use a range of equipment, including thermometers and data loggers
- record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- identify differences, similarities or changes related to simple scientific ideas and processes
- Understand why humans need food to survive
- Learn the major food groups and what nutrients are gained from them
- Plan a healthy meal plan
- Understand the function of muscles and skeletons

Key Vocabulary:

Animals including humans: skeleton, muscles, food groups, carbohydrates, proteins, Fruits, vegetables, fats, sugars, diet, health, animals, classification :

[In Computing, can we...?](#)

- Learn what Powerpoint is and how it is used
- Be able to manipulate images, text and video within PowerPoint
- Make our own Powerpoints which can be clearly read and used to present
- Save and edit our own work

Key vocab: powerpoint, slides, presentation, image, copy, paste, CTRL C, CTRL V, text, title, transition

[In History can we...?](#)

- Understand how humans lived in the Viking era and compare this to how we live now and why we have a higher life expectancy now.
- List key events in Chronological order.
- Look into what tools humans in the Vikings used.
- Identify why certain equipment was used to survive.
- Look at what kind of food was eaten in the Vikings and see if this would have allowed them to have a healthy diet

- Identify Viking statues and how they were created.
- Look at the different beliefs that humans in the Vikings had.

Key vocabulary: Vikings, settlers, invaders, longboats, Scandinavia, war, tribes, axe, King, thatched, coins

[As home learners, can we...?](#)

- Practise our times tables (confidently recall x10, 5 and 2 and be working on x3, x4, x8 and x11).
- Read daily at home and record this in our Planners.

Welcome to the Year 3 Newsletter!

Who's Who

Lead Practitioner: Mrs Wallace
3MP: Miss Pepper and Mrs Griessel
3EH: Mrs Holden and Miss Lewes
3AW: Miss Warren and Mrs Bow/Mrs Whittaker
3KH: Mr Hill and Miss McConnell

PE teaching/coaches: Mr Rato, Mr Wilkinson
French: Ms Turan

Dates to remember:

3rd January - Return to school (in PE kit if it is your usual PE day)

Home Learning:

In Year 3, children are expected to:
-read daily, with comments written in their planners
-practise their times tables (Beginning with 2,5 and 10 and moving onto 3,4, 8, 6 and 11)



Our topic for this half term is:

Vikings: Vicious or Valiant?

We will be incorporating the driver **Health** throughout our curriculum this half term.



In school notices:

Snacks

In Year 3, children are no longer provided with a piece of fruit by the school. You are welcome to send your child to school with a FRUIT snack to have at breaktime if you wish. Please **do not** provide nuts of any variety as a snack or in packed lunches due to allergies.

Toys

In Year 3 we provide the children with a variety of fun toys to play with at break times. Therefore we kindly ask that your child not bring any toys to school as they risk getting lost, broken or are a distraction. This extends to fidget toys such as 'poppits'. Thank you.

Water Bottles

Please send your child to school with a named, clear water bottle every day. Hydration is proven to have a positive impact on learning.

Communication

Please remember to email the office with any messages for teachers. They will forward this onto the correct member of staff. The email address is office@sandcross.school.

PE days

PE days will remain the same this half term.

