

Year 3 The Vikings – Learning Sequence

Autumn 2025

Synopsis:

Throughout the Autumn term, Year 3 and 4 will be learning about **The Vikings**. In **History** we will be looking at, where the Vikings came from, where their raids took place such as Lindisfarne, along with their daily life, their beliefs and Viking laws and justice. We will also be looking at how the Vikings affected the Anglo- Saxon Kings. Children will develop timelines so they are aware of when the Vikings invaded Britain and the affect they had.

In **English** this term, children will be focusing on writing narrative using dialogue and explanation writing. For these techniques the children will be learning the correct style of these, the key features, language and structure used and then focus on creating their own. We will then, later in the term move onto writing narrative using description and Playscripts.

In **Maths**, children will be developing their understanding of place value, addition and subtraction, multiplication and division and measuring area.

In **Science**, we will be learning about Rocks then moving onto Animals including humans, focusing on food and nutrition.

In **PE**, year 3 will be starting their 10 week block of swimming.

In **RE** children will be taking a closer look at what do Christians learn from the creation story, before delving into the topic; of what is the trinity?

In **Computing**, we will be learning about Emails and then Database, along with online safety using the PurpleMash platform.

In **(PHSE) Jigsaw**, we will be covering the units, *Being Me In My Own World* and further on in the term moving onto *Celebrating Difference*.

In **Art** the children will be developing their painting and drawing skills to illustrate their Viking sagas and to create some Viking-inspired art.

In **Design and Technology** children will build a model Viking long ship.

In **Music** we will be learning about musical notation and leaning to play music together.

In **French** we will be learning greetings and introductions, before we begin broadening our French vocabulary by learning adjectives to describe colours, shapes and sizes.

Curriculum areas: English, Maths, Science, PE, RE, History, Computing, Jigsaw, Art, DT, Music and French

Length of theme: 12 weeks

English

Dialogue through Narrative – Arthur and The Golden Rope, Explanation Text – The Teacher Pleaser Playscripts – Fantastic Mr. Fox, Narrative description writing – The Miraculous Journey of Edward Tulane

English Objectives Y3

Word Reading

- Apply growing knowledge of root words, prefixes and Suffixes (etymology and morphology) to read aloud and understand new words
- Read further exception words
- Note unusual correspondence between spelling and sound and where these occur in the word
- Identify word families based on common root words

Comprehension

- Listen to a range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories
- Read books that are structured in different ways
- Identify themes and conventions
- Begin to discuss words and phrases that capture the reader's interest
- Identify how language, structure and presentation contribute to meaning
- Check that the text makes sense to them and ask questions to improve understanding of text
- Identify main ideas across paragraphs and summarise these
- Retrieve and record information from non-fiction
- Predict what might happen from details stated and implied

Text structure and Features

- Recognise themes
- Build cohesion within a paragraph, choosing appropriate pronouns and nouns
- Write for a range of purposes
- Link ideas across paragraphs using adverbials of time, place and number or by varying tense
- Use simple organisational devices eg headings, sub-headings

Grammar and Punctuation:

English Learning Sequence – Dialogue Through Narrative

English Learning Sequence – Dialogue through Narrative

Unit 1 - Introduction to Arthur and Golden Rope

- Introduction to our class book
- What can they infer from the illustrations

Unit 2 - SPaG – Using prepositions

- Identifying prepositions
- Using prepositions to express place, time and cause

Unit 3 – Comprehension: Reading and analysing Arthur and the Golden Rope

- Reading extract and answering questions
- Thinking and writing about characters
- Improvising a performance
- Sequencing the whole story
- Understand story

Unit 4 - SPaG- Using conjunctions to join sentences to add information about time, place and cause

- Distinguishing clauses and phrases
- Creating multi-clause sentences
- Writing multi-clause sentences

Unit 5 - SPaG – Adverbs time cause and place

- Revisit adverbs

- Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)
- Use present perfect verb tense (I have seen)
- Express time, place and cause using conjunctions (when, before, after, while, because)
- Express time, place and cause using adverbs (then, next, soon, therefore)
- Express time, place and cause using prepositions (before, after, during, in, because of)
- Punctuate direct speech with inverted commas

Transcription

- Spell words that are often misspelt
- Use possessive apostrophe for plurals
- Write from memory simple sentences dictated by the teacher
- Use the diagonal and horizontal strokes needed to join letters
- Know which letters are best left unjoined
- Increase the legibility, consistency and quality of handwriting
- Use the first two or three letters of a word to check its spelling in a dictionary

Plan, Draft, Edit and Evaluate

- Draw on examples of writing (structure, vocabulary and grammar) when planning their own work
- Discuss and record ideas
- Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
- Organise paragraphs around a theme.
- Suggest changes to grammar and vocabulary
- Proof-read work for spelling and punctuation errors
- Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

Language and Vocabulary

- Use similar writing to identify and understand vocabulary and language
- Create characters, setting and plot
- Use varied and rich vocabulary including
- Vary sentences openers for effect
- Discuss words and features of texts that capture the reader's interest

Unit 6 – Composition writing own section of Arthur and Golden Rope

- Modell planning
- Shared write
- Own planning
- Draft write
- Edit and improve
- Big Write

English Learning Sequence – The Miraculous Journey of Edward Tulane - Narrative Description

Unit 1 – Reading and responding to key texts

- Making Predictions
- Writing about characters
- Reading and discussing
- Discussing questions in the text
- Comparing

Unit 2 – SpaG – Using Adverbials and Fronted Adverbials

- Identifying adverbials
- Adding adverbials to writing

Unit 3 – SpaG – Verbs and the Present Perfect Tense

- Explore verbs and tense
- Present Perfect Form
- Using Present Perfect Form in sentences

Unit 4 – Composition

- Identifying descriptive feature
- Shared Write
- Planning
- Drafting
- Editing and evaluating

- Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas

- Big Write

English Learning sequence - Explanation texts – The Teacher Pleaser

Unit 1 - Core: Read and explore explanations about modern technology

- Discuss explanations and introduce the key text
- Discuss and model open ended questions
- Read explanation features
- Discuss crazy illustrations
- Recap explanation features, develop a check list – write a shared explanation paragraph

Unit 2 – SpaG – Extend sentences using a wider range of conjunctions

- Discuss extending sentences. Explore a greater range of conjunctions.
- Revise conjunctions – write a letter using conjunctions to extend sentences

Unit 3 – SpaG - Nouns and Pronouns

- Read and discuss sentences replacing nouns with pronouns
- Look up definitions of nouns and pronouns
- Use pronouns in writing to create a paragraph about your Parent Pleaser Machine

Unit 4 – Composition write explanation about you Parent Pleaser Machine

- Discuss problems that may happen with your machine and how to solve them.
- Recap SpaG – model how to write an opening to an explanation text.
- Recap Nouns and pronouns – model last paragraph
- First draft - check explanations for cohesion. Correct layout, edit
- Final version

	<p>English Learning Sequence – Playscripts</p> <p>Unit 1 - Read and analyse Fantastic Mr Fox</p> <ul style="list-style-type: none"> • Predict then read a different version of the story <p>Unit 2 – SPaG – Writing Correctly Punctuated Dialogue</p> <ul style="list-style-type: none"> • Reading and Punctuating Dialogue • Imagining and Punctuating Dialogue • Showing characterisation using dialogue <p>Unit 3 – SPaG – Understanding and using the perfect form of past tense</p> <ul style="list-style-type: none"> • Revising past and present tense • Introducing the present perfect form • Writing with present perfect form <p>Unit 4 – Composition</p> <ul style="list-style-type: none"> • Identifying features • Shared Write • Planning • Drafting • Editing and evaluating • Big Write
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Phonics/ SPAG

Phonics and SPaG Year 3

<p>Objectives Y3 Word Reading</p> <ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and Suffixes (etymology and morphology) to read aloud and understand new words • Read further exception words 	<p><u>Children in Year 3 will either do 4 lessons of SPaG or 4 lessons on Phonics</u></p> <p><u>Twinkl Phonics Programme (Year 3 Pupils)</u> As a school all children from Nursery to Year 2 or 3 follow the Twinkl Phonics Programme. This ranges from level 1 – level 6. Some Year 3 pupils are taking part in 4 lessons a week.</p>
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- Note unusual correspondence between spelling and sound and where these occur in the word
- Identify word families based on common root words

Comprehension

- Check that the text makes sense to them and ask questions to improve understanding of text

Grammar and Punctuation:

- Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)
- Use present perfect verb tense (I have seen)
- Express time, place and cause using conjunctions (when, before, after, while, because)
- Express time, place and cause using adverbs (then, next, soon, therefore) Express time, place and cause using prepositions (before, after, during, in, because of)
- Punctuate direct speech with inverted commas
- Use the forms a or an according to whether the next word begins with a consonant or a vowel

Transcription

- Use a wider range of prefixes (e.g. -un, -dis, -mis, -in) and suffixes (e.g. -ation, -ly)
- Spell wide range of homophones
- Spell words that are often misspelt
- Use possessive apostrophe for plurals Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences dictated by the teacher
- Use the diagonal and horizontal strokes needed to join letters Know which letters are best left unjoined
- Increase the legibility, consistency and quality of handwriting

Language and Vocabulary

- Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration
- Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses

Lessons are structured in the following way:

- Revisit – previous sounds/words taught
- Teach – new sounds and CEW
- Practise – read/write words focussing on new phoneme or words
- Apply – read and write sentences focussing on new phoneme or words

SPaG Year 3

SPag Learning Sequence

- Nouns and Pronouns
- Consonants and Vowels
- Suffixes – ly
- Past Tense
- Commas, question marks and exclamations marks – types of sentences
- Coordinating conjunctions
- Assess and review – Big Write
- Adjectives
- 'A' or 'An'
- Prefixes; super-, anti-, auto-
- Present tense
- Apostrophes
- Assess and review – Big Write

Children will have weekly spellings set using the online platform Spelling Shed.

- Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')

English - Guided Reading Sessions

English Objectives

Word Reading

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words

Note unusual correspondence between spelling and sound

Identify word families based on common root words

Read further exception words

Comprehension

Listen to a range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories

Retell some stories orally

Read books that are structured in different ways

Use the first 2 or 3 letters of a word to check its spelling in a dictionary

Identify themes and conventions

Perform poems and playscripts for audience (starting to use appropriate intonation, tone, volume and action)

Recognise different forms of poetry

Begin to discuss words and phrases that capture the reader's interest

Identify how language, structure and presentation contribute to meaning

Check that the text makes sense to them and ask questions to improve understanding of text

Infer characters' feelings, thoughts and motives and justify using evidence

English Learning Sequence

- Teacher-led guided reading sessions delivered weekly in small groups according to ability.
- A range of texts used for every group including fiction, non-fiction and poetry.
- Children complete independent follow-up tasks after teacher-led guided reading session.

Predict what might happen from details stated and implied
Identify main ideas across paragraphs and summarise these
Retrieve and record information from non-fiction

Maths

Power Maths

Maths Objectives Year 3

Place Value

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- Compare and order numbers up to 1,000 identify, represent and estimate numbers using different representations
- Read and write numbers up to 1,000 in numerals and in words
- Solve number problems and practical problems involving these ideas

Addition and Subtraction

- Add and subtract numbers mentally, including: - a three-digit number and 1s - a three-digit number and 10s - a three-digit number and 100s
- Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication and Division

- Recall and use multiplication and division facts for the 3, 4 and 8x

Maths Learning Sequence

All year groups follow the Power Maths mastery programme. These curriculum objectives are covered in daily lessons through a small step, progressive approach.

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

Science

Rocks

Animals including Humans

Science Objectives Y3

Make Observations

- Develop skills of systematic observation

Ask Questions

- Ask relevant scientific questions and suggest how to answer eg practical test vs secondary sources
- Develop different types of scientific enquiry

Gather Data

- Gather, record and present data in variety of ways eg drawings, labelled diagrams, charts
- Report on findings orally and in writing using scientific language

Perform Tests

- Set up simple practical enquiries
- Understand comparative and fair tests

Analyse Data

- Use results to draw simple conclusions and make predictions
- Identify similarities, differences, changes related to scientific processes and ideas

Science Learning Sequence for Rocks:

- Are all rocks the same?
- How are rocks made?
- How are other rocks made?
- What can we use rocks for?
- How are fossils formed?
- What is soil?

Knowledge and Understanding:

Explaining Science:

- I remember science words I have used before
- I begin to use science models to describe
- I add science labels and information to diagrams

Classification:

- I use a large spider key with obvious differences
- I create groups for sorting (create criteria)
- I combine properties required for an application

Animals Including Humans

Learning sequence

1. What are the main food types?
2. How can we improve our diet?
3. Which food contain most energy?

	<p>4. Why do we have a skeleton? 5. How do we move? 6. How do other animals move?</p> <p><u>Knowledge and understating</u> <u>Explain Science:</u></p> <ul style="list-style-type: none"> • I remember science words I have used before • I begin to use science models to describe • I add science labels and information to diagrams <p><u>Data, tables and graphs:</u></p> <ul style="list-style-type: none"> • I use a frame to construct a simple table of results • I use a frame to construct a bar chart • I draw bar on a bar chart
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PE

Swimming

<p>Y3 PE Objectives</p> <p>Communication</p> <ul style="list-style-type: none"> • Communicate and compete with each other • Begin to show an understanding of how to improve own and others' performances <p>Competence</p> <ul style="list-style-type: none"> • Begin to use running, jumping, throwing and catching in isolation and in combination • Further develop flexibility, strength, control and balance <p>Performance</p> <ul style="list-style-type: none"> • Perform dances and gymnastic routines on own and with others using movement patterns • Compare performances with previous ones • Begin to demonstrate improvement to achieve personal best 	<p>PE Learning Sequence</p> <p>All Year 3 pupils will all take part in swimming lessons. This will take place over 10 weeks in the Autumn Term.</p>
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Participation

- Participate in team games understanding the rules
- Develop a wider range of tactics for attacking and defending
- Participate in outdoor and adventurous activities

RE

***Understanding Christianity – Creation/Fall: What do Christians learn from the creation story?
Incarnation/ God: What is Trinity?***

RE Objectives – From Understanding Christianity – What do Christians learn from the creation story?

Outcomes:

- place the concepts of god and creation on a timeline of the bibles ‘Big Story’
- make clear connections between Genesis 1 and what Christians believe about God and creation.
- describe what Christians do because they believe God is creator (for example; follow god, wonder at how amazing god’s creation is, care for the earth in some specific ways).

Knowledge Building Blocks:

- God the creator cares for the creation, including human beings.
- as human beings are part of God’s creation; they do best when they listen to God.
- the bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the ten commandments).
(knowledge building block from EYFS – Christians believe God made our wonderful world and so we should look after it).

RE Objectives – From Understanding Christianity – What is Trinity?

Outcomes:

RE Learning Sequence – what do Christians learn from the creation story?:

Making Sense of the Text:

- Children will learn about the story of creation from Genesis 1 26-31
- We will make links to the ‘Big Picture’ discuss our thoughts and views.
- Children will read the translation of the same bible passage and look at God’s feelings towards his creations – what was ‘good’ and ‘very good’?
- pupils share a time when they felt they had created something ‘good’ – what was it, how did they feel? How did they want others to treat their creation?
- Pupils will write instructions on how to care for God’s creations, to make sure the world stays ‘very good’.

Making Connections:

- Pupils will link the requirement of instructions to follow to build something unknown and how Christians view the bible as ‘the makers manual’ which is inspired by God to give his people a way of understanding life and how to live it.
- Children will link their ideas to possible meaning Genesis 1 28-30
- Children will think about what they need to do to look after Gods creation.

- Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter.
- Offer suggestions about what texts about baptism and Trinity might mean.
- Give examples of what these texts mean to some Christians today.
- Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

Knowledge Building Blocks:

- Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.
- Christians believe that God is Trinity: Father, Son and Holy Spirit.
- Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.

Understanding the Impact:

- Children will discuss what they think can be learned about each area from the creation story;
- Humans, God, Animals, Nature, God designed the world, the world is ‘very good’, God created the whole world from nothing, humans are responsible for the earth and the world is amazing.

- **RE Learning Sequence – what is the Trinity?**

Making Sense of the Text:

- What is the difference between a Gospel and a letter? Why is the Gospel of John different to other Gospels? What might texts about baptism and Trinity mean?

Making Connections:

- What is the Trinity? Who is the Holy Spirit?

Understanding the Impact:

- How do Christians show their belief about the Trinity in the way they live?

History

The Vikings

History Objectives Y3

Historical Concepts

- Order key dates on a timeline to demonstrate chronology of British and world history
- Examine in depth an aspect of local history from a period beyond 1066

Stories and Sources

- Begin to understand how knowledge of the past is constructed from a range of sources

History Learning Sequence – The Vikings

- **Viking Raiders and Invaders**
I can explain when and where the Vikings came from and why they raided Britain.
- **Develop a chronological understanding and knowledge of British History**
- **Timelines of when the Vikings invaded, where they came from and why they came.**
- **Anglo Saxon Kings**

- Select key information from a range of sources to answer a historical question

Historical Questions

- Understand what types of question are historically valid and identify how to find the answer

Historical Vocabulary

- Develop a range of historical vocabulary eg artefact, chronology, invade, settle

I can compare the significance of Anglo Saxon kings during the Viking period.

- How Anglo Saxon kings influenced Britain and how they fought against the Vikings
- Information posters about King Alfred the great
- Danegeld
I can explain who King Ethelred II was and say when and why Danegeld was introduced
- Learning about the changes different Anglo Saxon Kings made and how it altered the Vikings and Anglo saxon Kings relationship.
- Reading, acting and rewriting their own poem about Danegeld to show understanding.
- Viking Life
I can identify and explain key aspects of Viking Life
- Learning and organising information about Viking Life.
- Using fact cards to create fact files about Viking life and also researching to find more information from other sources.
- Laws and Justice
I can explain how the legal system worked in Anglo – Saxon and Viking Britain
- Be able to answer historically valid question about change by comparing Anglo- Saxon and Viking legal system to todays legal system and identifying similarities and differences
- Viking Gods
I can identify Viking Gods and what they represent
- Informed responses that involve selection and organisation of relevant historical information about Viking Gods and Goddesses.
- Children will create information poster about a Viking God or Goddess
- Viking Creation Myth
Learn about Viking mythology and, in particular, their thrilling creation story; Create a Viking Creation story dance

- Understand that mythology was an important part of Viking life.
- Perform a series of dance movements that shown the images of Creation.
- Evaluate the strengths of a performance and comment on improvements that could be made.

- **The Norse Nine Worlds**
Learn more about Viking mythology and the Norse Nine Worlds myth; Retell the myth as a storyboard and build a mod-roc model of a character from one of the Nine Worlds
- Understand that mythology was an important part of Viking life.
- Create and evaluate a sculpture based on Viking mythology.

- **Odin and the tree of life**
Learn about the Viking God Odin and the Tree of Life; Write a senses poem; Paint large versions of the Tree of Life to act as a display backdrop
- To investigate further the beliefs of Viking mythology.
- To design and paint own Tree of Life using other examples as a stimulus, and compose poetry for the Tree of Life

- **The Viking made their mark**
Consider how Vikings communicated with pictures and writing; Learn about their use of runes; Design your own Viking message foil tile and bookmark.
- Gain an understanding of how the Vikings communicated. Understand the role of archaeologists in discovering what we know today.
- Write their names in runes and know some of the runic alphabet

- **The End of an era and the Viking Legacy**
Appreciate the legacy of the Viking; Create information leaflets about them
- Gain an understanding of how the Vikings communicated.

- Appreciate the role of archaeologists in discovering what we know today.
- Inform others of the legacy of the Vikings.

Computing

Email – PurpleMash *Branching Database – PurpleMash*

Computing Objectives Y3

Computer Science

- Start to use reasoning to understand how algorithms work
- Detect errors in algorithms and programs
- Begin to solve problems by decomposing them into smaller parts •Start to use sequence and selection in programs
- Begin to develop understanding of how to write and debug programs that accomplish specific goals, including controlling or simulating physical systems
- Begin to work with various forms of input/output

Digital Literacy

- Use a variety of software on digital devices

Information Technology

- Show emerging understanding of computer networks including the internet and how they provide multiple services such as the World Wide Web
- Use some search technologies effectively and appreciate how results are selected
- Decide which questions to ask when using search engines

E-Safety

- Use technology safely, respectfully and responsibly
- Recognise acceptable/unacceptable behaviour and identify

Computing Learning Sequence – Email

Lesson 1

- To understand how people communicate with each other.

Lesson 2

- To understand and respond to an email

Lesson 3

- To compose and send an email.

Lesson 4

- To send an email attachment.

Lesson 5

- To learn how to use email safely.

Lesson 6

- To explore simulated email scenarios

Computing Learning Sequence – Branching Database

Lesson 1

- To understand the concept of using 'Yes' or 'No' questions to sort objects.

Lesson 2

- To understand and use a branching database effectively.

Lesson 3

- To plan and create a branching database.

Lesson 4

- To test and debug branching databases to correct errors.

Children will be having E-Safety teaching throughout the year.

Jigsaw

Being Me In My Own World / Celebrating Difference

Jigsaw Objectives Y3 (From Jigsaw Progression Map)

- Understand that they are important
- Know what a personal goal is
- Understanding what a challenge is
- Know why rules are needed and how these relate to choices and consequences
- Know that actions can affect others' feelings
- Know that others may hold different views
- Know that the school has a shared set of values
- Recognise self-worth
- Identify personal strengths
- Be able to set a personal goal
- Recognise feelings of happiness, sadness, worry and fear in themselves and others
- Make other people feel valued
- Develop compassion and empathy for others
- Be able to work collaboratively

- **Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do**

- **Know that conflict is a normal part of relationships**

- **Know that some words are used in hurtful ways and that this can have consequences**

- **Know why families are important**

- **Know that everybody's family is different**

- **Know that sometimes family members don't get along and some reasons for this**

Jigsaw Learning Sequence Y3 – Being me in my own world

- Getting to know each other
- Our nightmare school
- Our dream school
- Rewards and consequences
- Our learning charter
- Owning our learning charter

In this Puzzle (unit) the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter

Jigsaw Learning Sequence Y3 – Celebrating differences

- Families
- Family Conflict
- Witness and Feelings
- Witness and Solutions
- Words That Harm
- Celebrating Difference: Compliments

In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is

<p>PSHE Objectives</p> <p>These can be found on our website</p> <p>https://stainton-cofe-primary-school.secure-primariesite.net/puzzle-overviews/</p>	<p>taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.</p>
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Art

Use drawing and painting skills to add illustrations to saga.

<p>Y3 Art Objectives</p> <p>Media and materials</p> <ul style="list-style-type: none"> • Create sketchbooks to record and revisit observations • In painting, use white to make tints and black to make shades • In painting, use a colour wheel <p>Skills</p> <ul style="list-style-type: none"> • Use and apply art and design techniques and improve control and use of materials <p>Vocabulary</p> <ul style="list-style-type: none"> • Use range of artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette 	<p>Art Learning Sequence</p> <ul style="list-style-type: none"> • Observe different depictions of Viking sagas and the main characters of gods and goddesses and discuss findings – appearance, features etc. • Capture observations in a sketch book • Choose an image to recreate using pencil and paint and capture design in sketchbook • Explore the application of white and black paint to create tints and tones and record in sketchbooks • Using observational skills and mixing of paint, recreate chosen image
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Design Technology

Research features of, design and create a Viking longboat.

<p>Design Technology Objectives Y3</p> <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wide range of tools, equipment, materials and components accurately <p>Evaluate</p>	<p>D&T Learning Sequence</p> <ul style="list-style-type: none"> • Compare different types of Viking boats eg warship (langskip) and merchant ship (knorr) • Record the differences/similarities (eg streamlined structure, length of ship, size of sail, number of oars)
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<ul style="list-style-type: none"> Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work <p>Design</p> <ul style="list-style-type: none"> Communicate ideas using different strategies Use research to inform design Take risks to become innovative and resourceful 	<ul style="list-style-type: none"> Provide the challenge of creating the fastest Viking longship Create design criteria for longship with focus on speed/streamlined Use different materials to create the longship (wood, dowel, card etc.) Test the different boats (adapting as necessary) and record findings Evaluate materials used that were most successful and explain why
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Music

Charanga Music Scheme – Writing Music Down / Playing In A Band

<p>Music Objectives Y3</p> <p>Performance</p> <ul style="list-style-type: none"> Instrumental Performance: Play/ perform melodies following staff notation & ordering phrases Reading Notation: Introduce the stave, lines and spaces, and clef Reading Notation: Introduce and understand the differences between notations Reading Notation: Apply word chants to rhythm <p>Composing</p> <ul style="list-style-type: none"> Begin to compose music on their own and with others, using the interrelated dimensions of music eg pitch, tempo, dynamics, musical notations Use some staff and other musical notation <p>Listening</p> <ul style="list-style-type: none"> Describe music using simple musical vocabulary <p>Singing</p> <ul style="list-style-type: none"> Perform actions confidently and in time to action songs Keep a steady beat 	<p>Music Learning Sequence – Writing Music Down</p> <p>Musical Spotlight: Writing Music Down</p> <p>Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a stave.</p> <p>Social Question: How Does Music Bring Us Closer Together?</p> <p>Explore this question as you progress through the unit.</p> <p>Music Learning Sequence – Playing In A Band</p> <p>Musical Spotlight: Playing In A Band</p> <p>Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p>
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Social Question: What Stories Does Music Tell Us About the Past?

Explore this question as you progress through the unit.

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B

The learning sequence will follow the same structure each week:

1. Understanding the music/ Improvise together
2. Listen and respond
3. Learn to sing the song
4. Play your instrument with the song
5. Performance

Below are some examples that the children will do with each section:

Understanding the music / improvising together

- *Steady beat Metre 4/4*
- *Rhythmic and melodic patterns*
- *Recognising and/or reading simple notation and tonic sol-fa Tonal centre is A minor*
- *The A minor scale is used (A, B, C, D, E, F, G)*
- *Minims, crotchets, dotted quavers, quavers and semiquavers*

Listen and respond

- *Talk about the song together*
- *Explore its musical style through the style indicators of this music and its performers*
- *Embed a deeper understanding of the musical concepts related to the song*
- *Learn about/ find a connection with the song*

Learn to sing the song

- *Learn to sing the song as part of an ensemble/choir*
- *Follow a leader/conductor*
- *Understand the meaning of the song*
- *Demonstrate and maintain correct posture and breath control*

Play your instrument with the song

- *Playing the glockenspiel parts*
- *Playing the recorder parts*

Performance

- *Share a performance of the learning that has taken place in the lesson*

French

Kapow Scheme of learning – French Greetings with Puppets / French adjectives of colour, size and shape

Objectives Y3- French Greetings with Puppets
Language comprehension

- Listening and responding to single words and short phrases.
- Beginning to notice common spelling patterns.
- Recognising some familiar French words in written form.

Language production

- Asking and/or answering simple questions.
- Practising speaking with a partner.
- Using short phrases to give information.
- Recognising and repeating phrases from familiar rhymes and songs.
- Listening and repeating key phonemes with care.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Building confidence by repeating short phrases with increasing accuracy.
- Introducing self to a partner with simple phrases.
- Experimenting with simple writing, copying with accuracy.

Key Knowledge:
Phonics

- To become familiar with key phonemes represented by the following letters: **a, c, e, g, i, j, q, s, t, u.**

French Learning Sequence – French Greetings with Puppets
Children will learn:

1. **French Greetings**
To greet someone and introduce yourself in French.
2. **French Greetings – Day & Night**
To use French greetings according to the time of day.
3. **How are you feeling? – in French**
To ask and answer a question about feelings in French.
4. **French Finger Rhymes**
To perform a finger rhyme in French.

- To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, in, ge, eu, oi, ui, eau.**
- To recognise that some letters carry accents and that these change the sound of those letters: **ç, è, ù, é, à.**
- To know that a **ç** cedilla is the hook shape that sits under the letter 'c' when 'c' precedes the letters 'a', 'o', 'u'. It changes the pronunciation of the 'c' from a hard to a soft 'ss' sound.
- To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in **salut, comment, petit** and **vert**. The 'e' at the end of **m'appelle** and the 's' at the end of **t'appelles** and **pas** are silent, as is the 'd' in **grand**.

Grammar

- To know that the pronoun **ça** means 'it'.
- To know that there are high frequency verbs **s'appeler, avoir, être** and **aller** that are used to formulate and answer questions.
- To know that **je/j'**, and **tu** are subject pronouns.

Cultural awareness

- To know that in French there are formal and informal greetings.

Objectives Y3 – French adjectives of colour, size and shape

Language comprehension

- Listening and responding to single words and short phrases.
- Recognising some familiar French words in written form.
- Beginning to understand and notice cognates and near cognates.
- Using visual clues to make predictions about the meaning of unfamiliar vocabulary.

French Learning Sequence – French adjectives of colour, size and shape

Children will learn:

1. Colours in French
To recognise and name colour words.
2. Shapes and colours in French
To describe shapes by their colour.
3. Shapes of different sizes and colours in French
To describe shapes by their size and colour
4. Using shapes like the French artist Matisse.
To understand and recognise what are cognates and near cognates.
5. In the style of the French artist, Matisse
To follow instructions in French.

Language production

- Asking and/or answering simple questions.
- Practising speaking with a partner.
- Using short phrases to give information.
- Listening and repeating key phonemes with care.
- Recognising that sounds and spelling patterns can be different from English.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Building confidence by repeating short phrases with increasing accuracy.
- Recognising and using adjectives of colour and size.

Cultural awareness

- Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as **L'escargot** by Matisse.

Key Knowledge:**Phonics**

- To become familiar with key phonemes represented by the following letters: **a, c, e, g, i, j, q, s, t, u.**
- To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, ln, ge, eu, oi, ui, eau.**
- To recognise that some letters carry accents and that these change the sound of those letters: **ç, è, ù, é, à.**
- To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in **salut, comment, petit** and **vert.**
- The 'e' at the end of **m'appelle** and the 's' at the end of **t'appelles** and **pas** are silent, as is the 'd' in **grand.**

Grammar

- To understand that every French noun is either masculine or feminine.
- To know that the gender affects the form of the indefinite article **un** or **une**.
 - To know that most adjectives are placed after the noun in French.
 - To know that adjectives of size such as **petit** and **grand** are placed before the noun.
 - To know that **c'est** means 'it is' and is used to describe what something is. To know that the word order is sometimes different in French compared to English.
 - To know that some words are cognates: they have the same spelling and meaning in French and English: **le train**, **le taxi**.
 - To know that accents in French can change the sound of a letter.

Cultural awareness

- To name some famous paintings by French artists.