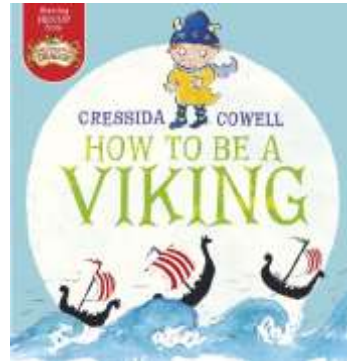




Boats, Battles and Beards

Were the Vikings raiders, traders or settlers?



Class 3 Year 3/4
Miss Grant
Mr Bennett
Mrs Brayley TLA



LKS2 Half-Term Medium Term English Planning



WOW Stimulus -

- Viking memorable moment day
- Class read of How to Train your Dragon
- Saga of Bjorn video

Purpose and Audience:

- Teach other classes about the Vikings and perform to classes/Mrs Clark
- Creating work for a display

Rich Text/s:

- Fiction: How to Train Your Dragon/How to be a Viking by Cressida Cowell
- Non-fiction: a range of non-fiction books about Vikings
- Poetry: Kennings, traditional Viking poems, Viking long boat poem
- Media: Saga of Bjorn video, BBC Viking Sagas
- Religious texts: The Easter Story

Guided/Reciprocal Reading:

- Whole class reading 3 times a week using different texts, videos, poems, stories
- Group reading
- Guided reading using current popular book extracts to encourage pleasure and comprehension
- Focus on individual 1 to 1 reading.

Speaking/listening/performing:

- Listening to each other during show and tell.
- During guided reading, listening to each other and hearing their thoughts.
- Listening to poetry and stories, conversations during English/PSHE
- Performing pieces of writing to Mrs Clark

English Medium Term Plan

Overview Year 3/4

<u>Wks</u>	<u>Genre</u>	<u>Spelling</u>	<u>Key objectives</u>	<u>Activities</u> <u>Texts/</u> <u>Resources</u> <u>Cross-curricular links</u>
1	How to be a Viking	Homophones	Introduce the new story. Descriptive writing around and summarising the story.	<u>Main Activity -</u> Mon - NO LESSON Tues - Predictions for our new story Wed - Hiccups journey, describe using the 5 senses Thurs - Summarise events in a story. Fri - speech marks and homophones recap
2	How to be a Viking	Lesson 18 - Challenge Words	Character descriptions: looks at the characters in the book and create our own description of their appearance and their behaviours.	<u>Main Activity</u> Mon - Getting to know the character, what type of Vikings are they (visual and personal description) Tues - Using powerful descriptive words. Upgrading words in a description. Wed - Writing our own character description. (Hiccup or Stoick) Thurs - Publish our character descriptions. Fri - World book day workshop and activities
3	Viking village.	Words ending in '-al'	Create a commentary for the Viking village. Describe using the 5 senses.	<u>Main Activity -</u> Mon - Describing places, and using similes Tues - Describing the Viking village. Use of prepositions. Wed - Create a commentary for the Viking village Thurs - Finish of the commentary script Plus some time to Perform. Fri - apostrophes, plurals and suffixes
4	Viking sagas	Words ending in 'le'	Retell a Viking saga. Use summarising skills to create a Comic Strip style telling of the Norse creation story.	<u>Main Activity -</u> Mon - Spag test Tues - Introduce the Viking saga, summarise the story and its key features. Wed - Reading test Thurs - Create a comic strip style piece of work to retell the story of the Norse creation story. Fri - funky Friday grammar carousel

5	The Vikings	Words ending in '-ly' where the base word ends in '-le'	Viking fact files - bring together all we have learnt about the Vikings and put them into a leaflet designed to inform.	<u>Main Activity -</u> Mon - Features of a fact file. Tues - Researching the Vikings for our fact file Wed - Start work on fact file Thurs - Continue the fact files Fri - funky Friday grammar carousel

Maths Medium Term Plan

Year 3 | Spring term | Block 2 – Length and perimeter

Small steps

- Step 1 Measure in metres and centimetres
- Step 2 Measure in millimetres
- Step 3 Measure in centimetres and millimetres
- Step 4 Metres, centimetres and millimetres
- Step 5 Equivalent lengths (metres and centimetres)
- Step 6 Equivalent lengths (centimetres and millimetres)
- Step 7 Compare lengths
- Step 8 Add lengths

Year 3 | Spring term | Block 2 – Length and perimeter

Small steps

Step 9 Subtract lengths

Step 10 What is perimeter?

Step 11 Measure perimeter

Step 12 Calculate perimeter

Year 3 | Spring term | Block 3 – Fractions A

Small steps

Step 1 Understand the denominators of unit fractions

Step 2 Compare and order unit fractions

Step 3 Understand the numerators of non-unit fractions

Step 4 Understand the whole

Step 5 Compare and order non-unit fractions

Step 6 Fractions and scales

Step 7 Fractions on a number line

Step 8 Count in fractions on a number line

Year 3 | Spring term | Block 3 – Fractions A

Small steps

Step 9 Equivalent fractions on a number line

Step 10 Equivalent fractions as bar models

Step 1	Measure in kilometres and metres
Step 2	Equivalent lengths (kilometres and metres)
Step 3	Perimeter on a grid
Step 4	Perimeter of a rectangle
Step 5	Perimeter of rectilinear shapes
Step 6	Find missing lengths in rectilinear shapes
Step 7	Calculate perimeter of rectilinear shapes
Step 8	Perimeter of regular polygons
Step 9	Perimeter of polygons

Small steps

Step 1	Understand the whole
Step 2	Count beyond 1
Step 3	Partition a mixed number
Step 4	Number lines with mixed numbers
Step 5	Compare and order mixed numbers
Step 6	Understand improper fractions
Step 7	Convert mixed numbers to improper fractions
Step 8	Convert improper fractions to mixed numbers

Small steps

Step 9	Equivalent fractions on a number line
Step 10	Equivalent fraction families
Step 11	Add two or more fractions
Step 12	Add fractions and mixed numbers
Step 13	Subtract two fractions
Step 14	Subtract from whole amounts
Step 15	Subtract from mixed numbers

Science Medium Term Plan
Overview Year 3/4

Light	Practical hands on experiments:		Science Week: 9-13 th March (week 3) Fizz Pop Science: Wed 11 th March	Values/PSHE/SMSC: Generosity, being me in my world, kindness, mental health, celebrating diversity	
	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical
<p>Objectives and skills</p> <p>To recognise that they need light in order to see things and that dark is the absence of light.</p> <p>To notice that light is reflected from surfaces.</p> <p>To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>To recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>To find patterns in the way that the size of shadows change.</p>	<p>What is Light & How Do We See?</p> <p>How light travels and how we need it to see.</p> <p>Identify different light sources.</p> <p>Understand that darkness is the absence of light</p>	<p>. Reflection and mirrors.</p> <p>Identify what common materials reflect light and their properties.</p> <p>the difference between reflection and Diffused reflection.</p>	<p>Science week – see separate planning covering all the Y4 objectives</p>	<p>Transparent translucent and opaque.</p> <p>What do they mean and what objects are their around the classroom that fit into these categories?</p> <p>Students to learn the difference between them and find objects around the classroom that fit into those categories.</p>	<p>Light and shadow</p> <p>how a light source can alter the size and shape of a shadow.</p> <p>Practical: Light and shadow. Children are given a torch and asked to experiment with shining them at different objects. Putting the torch at different angles. What happens behind the object.</p>

Art and Design Medium Term Plan
Overview Year 3/4

Artist of the term – Zadie Xa	1 Explore Zadie Xa	2 Magical Headdresses & Identity	3 Mother's day	4 Folklore & Sea Creatures	5 Storytelling Through Textile Collage
<ul style="list-style-type: none"> - Explore identity and symbolism - Understand Zadie Xa and her work - Use pattern, texture and repetition - Create layered collages using a variety of materials 	<p>Introduce Zadie and her artwork. Explore, comment and recreate her work in their sketchbooks</p>	<p>Pupils brainstorm symbols that represent them (animals, favourite places, cultural heritage, hobbies). Sketch a headdress design including bold shapes, repeated patterns and symbols.</p>	<p>Create a mother's day badge on a card to celebrate someone special</p>	<p>Create a mixed-media sea creature inspired by: Bright contrasting colours Patterned surfaces Expressive faces Use watercolours for background (wash) Add oil pastel for bold outlines and patterns.</p>	<p>How can fabric tell a story? Using fabric scraps, tissue paper, printed patterns design a character whose clothing tells a story. Layer materials to create rich texture with drawn details on top.</p>

Music Medium Term Plan
Overview Year 3/4

Music notation Texture and timbre	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical
<ul style="list-style-type: none"> -Identifying different layers of accompaniment within a piece of music -Drone accompaniments to songs -Layering simple accompaniments to create a thicker texture -Melodic ostinato accompaniments to songs -Playing a melodic ostinato and singing simultaneously -Rehearsing songs with layers of instrumental accompaniments 	<p>Introduce texture and multiple layers of sound like in an orchestra. Listen to some clips to describe the timbre and texture. Understand how a drone can add texture.</p>	<p>Start to hear the effects of a drone in music. Begin by using voices to create a drone. Then use a glockenspiel using either A or D (can be repeatedly played)</p>	<p>Introduce the word riff and how it's used in pop music. Recreate a class version of the song "spitfire".</p>	<p>Create a melodic ostinato to fit a song. Be able to talk about your choices and why you liked the ostinato.</p>	<p>Play a melodic ostinato and sing simultaneously. Perform this to class 2!</p>

RE Medium Term Plan
Overview Year 3/4

Salvation – The Easter Story	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical
<ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus’ last week, death and resurrection. 	<p>WC – discuss the 3 different crosses (palm cross, crucifix and a plain cross). Which cross links to which? Friday crosses and Sunday crosses. Listen to extracts of Holy week from the gospels (gospels tell the life and teachings of Jesus) Matthew 21:7–11 Luke 23:13–25, 32–48 Luke 24:1–12</p> <p>Act out the various parts of the story or create pieces of artwork send get people to guess which gospel/part of Holy Week.</p> <p>Y4 – to label and explain their choices using the gospel text</p>	<p>WC – recap each retelling of the story and think about how Mary, the mother of Jesus, may feel. Create some questions that someone may ask Mary and have someone act in character and answer the questions.</p> <p>Y4 – act in character as Mary</p>	<p>WC – As a class create an emotion graph for Mary. Ask pupils to write a simple diary piece for Mary for each gospel extract. In her diary Mary needs to explain what has happened that day, how she feels and what she thinks the day might mean.</p> <p>Y4 – to mention the cross that the extract matches to and include why she has included that cross.</p>	<p>WC – have a look at the church’s programme of events for Holy Day. Watch the video from my life my religion. Create a group flipchart paper noting</p> <ul style="list-style-type: none"> -What do the children do? -What do the clergy do? -What do people remember? -What do people feel? -What do people make? -What do people say? 	<p>WC – In small groups make a display to go in a window that either shows the importance of palm Sunday, good Friday or Easter Sunday. The display needs to include a suitable cross with an explanation and about what this reminds Christians of, a synopsis from the bible of what happened, a visual element showing what will happen in church, how this is celebrated in school and some quotes from children or staff.</p> <p>The titles could include: Why is Palm Sunday so important to Christians? Why do Christians call the day Jesus died Good Friday? What do Christians believe happened on Easter Sunday?</p>

History Medium Term Plan
Overview Year 3/4

Were the Vikings raiders, traders or settlers?	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical
<p>Understand who the Vikings were and where they came from</p> <p>Understand where Vikings lived within the UK</p> <p>Understand what life was like in Viking Britain</p>	No topic	<p>Who were the Vikings and what happened at Lindisfarne?</p> <p>An introduction to the Vikings where they came from and how they landed in Saxon GB</p> <p>Locate Scandinavia on a map</p>	Viking longships. And the journey across the sea.	<p>Were Vikings just raiders?</p> <p>How Vikings settled in GB.</p> <p>Viking life.</p> <p>Compared to today.</p> <p>Farming, longhouses tools and clothing.</p>	Viking mythology. Their gods, beliefs and rituals.

ICT Medium Term Plan
Overview Year 3/4

Using PowerPoint	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical
<p>Understand how to stay safe online</p> <p>Log on and use the PowerPoint programme</p> <p>Create and present their own presentation</p>	<p>Introduction to power point What is power point used for? Open save and name a presentation Add and edit slides</p>	<p>Choose a topic for their PowerPoint.</p> <p>Start to add text to their power point. Change size font and colour</p>	<p>Adding images Resizing Applying a theme.</p> <p>Students to continue with their presentations.</p>	<p>Continuing to work on our presentations.</p> <p>(Possible start to presenting PowerPoint)</p>	<p>Present our PowerPoints</p>

As **Artists and Designers** we will:

- Find out about the artist of the term - Zadie Xa
- Explore our own symbols that represent us and create a headdress
- Use mixed media to create a sea creature in her style
- Make mother's day cards to celebrate a loved one.

As **Scientists** we will:

- Learn about light and dark
- Create shadow puppets and learn about light sources
- Take part in a range of cross-curricular activities during science week
- Learn about sun safety and the importance of protecting your eyes and skin.

As **Historians** we will:

- Understand who the Vikings are and where they are from
- Find out about life as a Viking
- Learn about Viking longboats
- Read and learn about Viking mythology and their beliefs.

Curriculum Map Class 3 Year 3/4 Spring 2 2026



R.E: What is Holy Week and how do Christians celebrate?

PSHE: Growth mindset, celebrating differences, looking after yourself

ICT: Internet safety, touch typing, powerpoint presentations

PE: Dance, football

Spanish: Where are you from? Family members

As **Readers and Writers** we will:

- Listen to, read and understand a range of non-fiction and fiction books
- Become word wizards, understanding and using challenging vocabulary
- Recap sentence types and Y3/4 grammar objectives
- Maintain a good, consistent, cursive writing handwriting style
- Write our own version of a Viking saga in the style of a comic strip
- Create a character description for the characters in "How to be a Viking"
- Write a fact file using subheadings and paragraphs about the Vikings.

As **Mathematicians** we will:

- Continue to practise using our basic number and place value skills
- Use our foundational knowledge eg number bonds and continue learning times tables
- Understand fractions, unit and non-unit and finding fractions of amounts
- Recap formal methods of addition, subtraction, multiplication and division
- Continue understanding coordinates and measuring length and perimeter.

As **Musicians** we will:

- Recap rhythms including semiquavers
- Identifying different layers of accompaniment within a piece of music
- Find out about timbre and texture in pieces of music.

Vikings Memorable Moment

Play	Runes, Viking picture memory, Non-fiction fact finding, dress the Vikings, Lego long boat, Viking vocabulary match https://www.funtrivia.com/trivia-quiz/ForChildren/Henrys-Viking-Vocabulary-385235.html
Write	Meet the Vikings Drama NGK
Topic/Science	Viking poo
Art	Shields