



<b><u>Year group: 3</u></b>	<b><u>Term: 5</u></b>		<b><u>Enquiry Question: Why did the Anglo Saxons and Scots want to settle in Britain?</u></b>
	<b><u>Essential knowledge:</u></b>	<b><u>Essential vocabulary</u></b>	<b><u>Essential Skills:</u></b>
Creative development	<p><b><u>Art</u></b></p> <p><b><u>Sculpture- Anglo Saxon Artefacts</u></b></p> <ul style="list-style-type: none"> <li>- To know the purpose and functions of arts and crafts (jewellery) in Anglo Saxon times.</li> <li>- To research and sketch ideas, patterns and motifs from artefacts (historical images).</li> <li>- To know how to create a motif/repeating pattern using techniques such as tracing paper/rotation, reflection.</li> <li>- To know how to effectively mould and sculpt with clay to produce a finished piece.</li> <li>- To know how to join material such as string/card effectively to make a 3D finished piece (e.g. brooch/belt buckle design)</li> </ul>	<p><b><u>Materials</u></b></p> <p>Free standing Three Dimensional Construction Scale Architecture Designers Clay Bronze Symbolic Design Decorated Artefact Metal Pattern Symmetry</p>	<p><b><u>Art</u></b></p> <p><b><u>Sculpture- Anglo Saxon Artefacts</u></b></p> <ul style="list-style-type: none"> <li>- Investigate and evaluate images of artefacts from Anglo-Saxon craft workers/jewellers incl. Sutton Hoo belt buckle.</li> <li>- Gather ideas and images of Anglo Saxon designs and patterns from jewellery artefacts in sketchbooks.</li> <li>- Use shapes (and tracing paper) from images collected to create own 'motif' design for a piece of Anglo Saxon jewellery/brooch/belt buckle</li> <li>- Use 3D media – clay (flat shape a press/draw design into the clay) or card and string to create a jewellery artefact.</li> <li>- Use fine brush painting skills to finalise the artefact.</li> <li>- Additional: design a repeating pattern/design with the motif created and use paint to enhance the design. (This could have an 'Andy Warhol' design feel to it and contrast by using modern/clashing/contrasting colours rather than traditional Anglo Saxon colours/style).</li> <li>- Join clay adequately and work reasonably independently.</li> <li>- Construct a simple clay base for extending and modelling other shapes</li> </ul>



	<p><b><u>Music</u></b></p> <p><u>Bringing Us Together</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To know that singing in a group can be called a choir.</li> <li>- To know that the person who the choir or group follows is called the leader or conductor.</li> <li>- To know that songs can make you feel different things e.g. happy, energetic or sad.</li> <li>- To know that singing as part of an ensemble or large group is fun, but that you must listen to each other.</li> <li>- To know why you must warm up your voice.</li> </ul> <p><u>Playing</u></p> <p>To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)</p>	<p><u>Bringing Us Together</u></p> <p>Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody</p>	<p><b><u>Music</u></b></p> <p><u>Bringing Us Together</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To have an awareness of the pulse internally when singing.</li> </ul> <p><u>Playing</u></p> <p>To play differentiated parts on a tuned instrument using notation To rehearse and perform their part</p>
<p>Knowledge &amp; Understanding of the world</p>	<p><b><u>History</u></b></p> <p><u>Why did the Anglo Saxons and Scots want to settle in Britain?</u></p> <p>In topic, our children will learn about the Anglo Saxons and Scots and will focus on the following:</p>	<p>Abbey Angles Archaeology Artefact Cathedral Christianity County Town</p>	<p><b><u>History</u></b></p> <p><u>Why did the Anglo Saxons and Scots want to settle in Britain?</u></p> <p>Historical skills:</p> <ul style="list-style-type: none"> <li>- Place the time studied within a chronological narrative.</li> <li>- Make comparisons between time periods and compare the time period with our life today.</li> <li>- Describe and explain the changes that the Anglo</li> </ul>



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	<ul style="list-style-type: none"> <li>- Understand the reasons for Anglo Saxon and Scot settlement in Britain.</li> <li>- Know the origins of where the Anglo Saxons and Scots came from.</li> <li>- Understand how, when and why the Anglo-Saxons and Scots invaded Britain.</li> <li>- List the changes the Anglo Saxons and the Scots made to Britain</li> <li>- Know what life was like as an Anglo Saxon- Britain.</li> <li>- Know about Anglo-Saxon runes and what the different symbols represent.</li> <li>- Know about the legend of King Arthur.</li> </ul> <p><b><u>RE</u></b></p> <p><u>Encounter: What makes a place sacred?</u></p> <ul style="list-style-type: none"> <li>- Investigate different forms of worship Explore the diversity and significance of local religious places to faith groups and members of the community- different ways of life.</li> <li>- How do people communicate with their God?</li> </ul>	<p>Evidence Excavation Frigg Frisians Kingdom Invasion Jutes Missionary Pagan Picts Pop Gregory the Great Ritual Sacrifice Saxons Scots Settlement Superstitious Village Woden</p> <p>Artefacts Worship Sacred Contrasting</p>	<p>Saxons and the Scots made to Britain.</p> <ul style="list-style-type: none"> <li>- Locate where the Anglo Saxons and Scots lived on a map and countries that they originated from.</li> <li>- Identify areas within our locality that have evidence that the Anglo Saxons lived here.</li> <li>- Recognise and apply the symbols from the Anglo-Saxon runes in a different context.</li> <li>- Ask relevant questions about King Arthur.</li> </ul> <p><b><u>RE</u></b></p> <p><u>Encounter: What makes a place sacred?</u></p> <ul style="list-style-type: none"> <li>- Compare activities at different places of worship.</li> <li>- Reflect on the significance for faith members of participating in celebrations, worship and the rituals which mark birth and marriage</li> <li>- Demonstrate understanding of different ways of life and ways of expressing meaning including rules for</li> </ul>
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	<ul style="list-style-type: none"> <li>– Uses of sacred places, symbols and artefacts by believers and the community.</li> </ul> <p><b><u>French</u></b></p> <p><u>Our School</u></p> <ul style="list-style-type: none"> <li>– Know how to listen to spoken language including everyday classroom language.</li> <li>– Know how to engage in a conversation in French and can ask and answer questions.</li> <li>– Know how to use the pronunciation when reading aloud.</li> <li>– Know how to describe people orally.</li> <li>– Know how to develop my understanding of new words.</li> </ul>	<p>La sale de classes Voici La trousse Ou'est...? Oú sont...? Les matiérés</p>	<p>living and forms of worship specified in the key content</p> <ul style="list-style-type: none"> <li>– Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places.</li> </ul> <p><b><u>French</u></b></p> <p><u>Our School</u></p> <ul style="list-style-type: none"> <li>– Listen to spoken language, including everyday classroom language and show understanding by joining in.</li> <li>– Engage in conversations by asking and answering questions.</li> <li>– Develop the use of correct pronunciation when reading aloud.</li> <li>– Describe people orally.</li> <li>– Develop understanding of new words by using a dictionary</li> </ul>
<p>SMSC</p>	<p><b><u>Relationships</u></b></p> <p>Children are taught to identify the roles and responsibilities of others, reflect on the expectations for themselves and identify strategies to keep themselves safe. All areas are explored within a local then global context.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> <li>– Identify the roles and responsibilities of each member of the family.</li> <li>– Know what skills are needed to</li> </ul>	<p>Unisex Role Job Responsibilities Respect Stereotype Conflict Solution Problem Win-win Global Communications Transport Interconnected</p>	<p><b><u>Relationships</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>– Identify the roles and responsibilities of each member of my family.</li> <li>– Reflect on the expectations of males and females.</li> <li>– Identify and put into practice some of the skills of friendship.</li> <li>– Identify and use strategies to help keep myself safe.</li> <li>– Explain how some of the actions and work of people around the world help and influence my life.</li> </ul>

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	<p>make a friendship work well.</p> <ul style="list-style-type: none"> <li>- Know the difference between a role and responsibility and what these could look like in a household.</li> <li>- Know how to negotiate conflict situations.</li> <li>- Look at why the expectations of males and females might be different. Have a look at ways that we can overcome this.</li> <li>- Strategies for keeping myself safe.</li> <li>- Know my needs and rights and how these can be different around the world.</li> </ul>	<p>Food Journeys Climate Trade Inequality</p>	
<p>Scientific &amp; technological understanding</p>	<p><b><u>Science</u></b></p> <p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> <li>- Experiment with forces and know that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>- Investigate the effect of friction</li> <li>- Observe how magnets attract or repel each other and attract some materials and not others</li> <li>- Understand that magnets have poles.</li> </ul>	<p>Force Magnet Attract Pole North South Attract Repel Compass Direction Magnetic field Push Pull Friction Surface.</p>	<p><b><u>Science</u></b></p> <p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> <li>- Compare how things move on different surfaces</li> <li>- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>- Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>- Recording findings</li> <li>- Label diagrams</li> <li>- Identifying difference/similarities</li> <li>- Recording &amp; classifying to help answer questions.</li> <li>-</li> </ul>



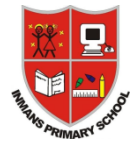
	<p><b><u>Design Technology</u></b></p> <p><u>Textiles: Make a purse</u></p> <p>Design:</p> <ul style="list-style-type: none"> <li>- Know how to create annotated sketches, prototypes.</li> <li>- Know what is meant by a realistic idea and how this can be made fit for purpose.</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>- Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>- Understand how to securely join two pieces of fabric together</li> <li>- Understand the need for patterns and seam allowances</li> <li>- Know the appropriate tools to use and how to use these with accuracy</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>- Investigate a range of 3D textile products relevant to the project</li> <li>- Understand how a key event/individual has influenced the development of the chosen product.</li> </ul>	<p>Applique Pattern/Template Seam Seam Allowance Prototype Aesthetics</p>	<p><b><u>Design Technology</u></b></p> <p><u>Textiles: Make a purse</u></p> <p>Design:</p> <ul style="list-style-type: none"> <li>- Generate realistic ideas through discussions and design criteria for an appealing, functional product fit for purpose and specific user.</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>- Plan the main stages of making</li> <li>- Select and use a range of appropriate tools with some accuracy</li> <li>- Select fabrics and fastenings according to their functional characteristics e.g. strength</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>- Test the product against the original design criteria and with the intended user</li> <li>- Take into accounts other people's views</li> </ul>
<p>Physical development</p>	<p><b><u>Physical Development</u></b></p> <p><u>Throwing and Catching (Unit 3.5)</u></p> <ul style="list-style-type: none"> <li>- Develop and investigate different</li> </ul>	<p><u>Throwing and Catching (Unit 3.5)</u> Throw</p>	<p><b><u>Physical Development</u></b></p> <p><u>Throwing and Catching (Unit 3.5)</u></p> <ul style="list-style-type: none"> <li>- Consolidate and develop a range of skills in striking and fielding</li> </ul>

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	<p>ways of throwing and to know when it is appropriate to use them</p> <ul style="list-style-type: none"> <li>- Know the batting technique for cricket</li> <li>- Know how to play continuous cricket</li> <li>- To know how to play a striking and fielding game competitively and fairly</li> </ul> <p><u>Cool Core (Unit 3.5)</u></p> <ul style="list-style-type: none"> <li>- Know how to improve core strength and agility</li> <li>- Understand why core strength and agility are important</li> <li>- Learn techniques for moves that are similar to those used in Pilates</li> <li>- Understand how hula hopping helps to improve core strength</li> </ul>	<p>Catch Strike Fielding Target Rounders Warm-up Scoring</p> <p><u>Cool Core (Unit 3.5)</u></p> <p>Bridge Burpees Hoop skills Popcorn Running squat Snake charmer Squat thrust</p>	<ul style="list-style-type: none"> <li>- Know techniques for accurate overarm and underarm throwing</li> <li>- To consolidate and develop a range of skills in striking and fielding</li> <li>- To practise the correct technique for catching a ball and use it in a game</li> <li>- Throw accurately</li> <li>- Catch with cushioned hands</li> <li>- To practise the correct batting technique and use it in a game situation</li> <li>- To consolidate and develop a range of skills in striking and fielding</li> <li>- To strike the ball for distance</li> </ul> <p><u>Cool Core (Unit 3.5)</u></p> <ul style="list-style-type: none"> <li>- Improve core strength and agility</li> <li>- Develop activities into a circuit in order to improve fitness levels</li> <li>- Perform core strength moves with accuracy</li> </ul>
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<b><u>Guided Reading text and other linked books</u></b>	<b><u>Links to prior learning</u></b>	<b><u>Adaptations to the curriculum for SEND</u></b>	<b><u>Key questions:</u></b>
Iron Man Smacshing Saxons Beowolf Kink Arthur	Timelines Map work	Visual stimulus where possible. Word mats used to help with key vocabulary. Group work- Mixed ability Building a picture of their life now – comparing to Anglo Saxons and the Scots Linking different time periods Using artefacts to generate discussion Video clips Clicker sentences – word bank cells(ZC)	Who were the Anglo Saxons and the Scots? How did they impact Britain? Where does this time-period fit into the chronological framework studied so far?