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MTP Spring 1 Humshaugh First School Class 3 - Mrs Long/Ms Osborne/Mrs Wilkinson /Mr Hulbert

HISTORY	VIKINGS Lesson 1 -Who were the Vikings? Teaching Outcomes: To discover when the Vikings began to invade Britain and begin to understand how we know about the Vikings. Understand and complete a quiz on information from non-fiction texts. Children will: Understand that the Vikings invaded Britain. Understand when the Vikings invaded in the context of the history of Britain. Know some facts and information about the Vikings. Understand that our knowledge of the Vikings comes from a range of historical sources.	VIKINGS Lesson 2-Where were the Vikings from? Teaching Outcomes: To discover where the Vikings invaded from and where they settled. To explore and discuss where the Vikings lived before they invaded Britain. Children will: Know where the Vikings came from. Begin to understand why they came to Britain and the main places they settled. Begin to recognise and identify the reasons for the Vikings settling where they did; rural Britain and Scotland, monasteries on the coast.	VIKINGS Lesson 3-What made the Vikings successful? Teaching Outcomes: To discover what made the Viking invasion successful. To organise information into a poster to warn of the invasion and describe a Viking raid from an Anglo-Saxon perspective. Children will: Discover the beliefs of Viking warriors. Explore the Viking invasion from the Anglo-Saxon/monks point of view. Design newspaper reports of the Viking invasion or design posters warning of attack.	VIKINGS Lesson 4-Researching Viking Warriors Teaching Outcomes: To understand the beliefs and weaponry of the Viking Warriors. To make a Viking shield. To select appropriate information for a research question. Children can: Discover the beliefs of Viking warriors. Explore Viking weaponry and armour. Research Viking warrior's names and choose their own. Design a Viking shield. VIKING EXPERIENCE	VIKINGS Lesson 5-What made the Viking Longship a good mode of transport? Learn about the features of the formidable Viking longships ready to design and make your own. Teaching Outcomes: To understand how the design and build of the Viking longship helped with successful invasions. To locate relevant information and write a fact-file on Viking longships. Children can: Discover the key features of Viking longships. Discover why Viking longships were successful in what they did. Select relevant information to create a fact file on Viking longships. Design own fact file in booklet or poster form.	VIKINGS Lesson 6-Were all Vikings warriors? Teaching Outcomes: To empathise with the Viking leaders and ordinary people of this time. To ask relevant questions of the person in role. To use this knowledge to be a persuasive Viking leader. Children can: Analyse the characteristics of Viking leaders. Persuade others to join you as a loyal follower.
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SCIENCE Living Things & Their Habitats	Solid or Liquid? To compare and group materials together, according to whether they are solids, liquids or gases by sorting and describing materials into solids, liquids and gases. • I can sort and describe materials. See Hamilton Trust	Investigating Gases To compare and group materials together, according to whether they are solids, liquids or gases by investigating gases and their uses. • I can investigate gases and explain their properties What are the states of matter? - BBC Bitesize	Heating and Cooling To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by investigating how heating and cooling can change a material's state. • I can investigate materials as they change state.	Wonderful Water To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by exploring how water can change its state to a solid, liquid or a gas. • I can explore how water changes state	Evaporation Investigation To associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing. To make systematic, careful and accurate observations and measurements and report on findings from enquiries by displaying results and conclusions by investigating the effect of temperature on drying washing. • I can investigate how water evaporates.	The Water Cycle To identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle. • I can identify and describe the different stages of the water cycle. The Water Cycle Song - Bing video
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ART Painting	Dragon Eyes Painting with warm and cool colours using Brusho. How to Draw Dragon Eyes Art Tutorial for Beginners - Art by Ro (37) Pinterest	Explore Cressida Cowell's Illustration Chn explore paint and mark-making talking inspiration from the work of Cressida Cowell and Quentin Blake. They use various materials including ink to explore the following words... Stormy sea Calm Sea Wind and driving rain Thunder Lightening Windswept Bay Fire Introduce the poem of the Jabberwocky Children create their own fold out book that illustrates the Jabberwocky using mixed media and adding words and text in the style of Cressida Cowell.	Illustrated Concertina Book Children continue creating their own fold out book that illustrates the Jabberwocky using mixed media and adding words and text in the style of Cressida Cowell.	DT DAY Design and Build a Fingerboard Skatepark.	Lunar New Year Dragons Children invent their own dragon by starting with splodges of colour. Pathway: Exploring Watercolour (accessart.org.uk)	The Isle of Berk Explore paint further using the work of Saoirse Morgan to inspire a landscape painting. Talking Points: Saoirse Morgan (accessart.org.uk)
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DT Design a Fingerboard Skatepark				Design and make a Fingerboard Skatepark Children use cardboard, tape, plastic, balsa wood and plywood to make their skatepark. Give children cardboard templates to help make the shapes of ramps and humps. Moulds for plaster obstacles. Chn decide wo will make what and set to work		
RE	PEOPLE OF GOD (UC) What is it like to follow God? Core	PEOPLE OF GOD (UC) What is it like to follow God? Core	PEOPLE OF GOD (UC) What is it like to follow God? Core	PEOPLE OF GOD (UC) What is it like to follow God? Core	PEOPLE OF GOD (UC) What is it like to follow God? Core	PEOPLE OF GOD (UC) What is it like to follow God? Core
FRENCH	Numbers 1 – 10.	Meet my Family To present a picture of family members using possessive adjectives.	Pets To develop strategies for remembering new language. To match subject and verb correctly when talking about pets.	Alphabet To recognise and repeat sounds and words with increasing accuracy. To use songs or rhymes to help me remember new language	What's His Name? To use a range of vocabulary to create different sentences.	How Do You Spell...? To use French pronunciation of the alphabet to spell words

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PE	Gymnastics Swimming	Gymnastics Swimming	Gymnastics Swimming	Gymnastics Swimming	Gymnastics Swimming	Gymnastics Swimming
MUSIC	Easter songs Charanga Blackbird (The Beatles)	Easter songs Charanga Blackbird (The Beatles)	Easter songs Charanga Blackbird (The Beatles)	Easter songs Charanga Blackbird (The Beatles)	Easter songs Charanga Blackbird (The Beatles)	Easter songs Charanga Blackbird (The Beatles)
COMPUTING	Presentation Skills Planning a Branching Story.	Presentation Skills Creating the Slides	Presentation Skills Theme, transitions and Animation	Presentation Skills Action Settings	Presentation Skills Audio & Video	Presentation Skills Completing the Story.
PSHE	See separate curriculum 1Decision RELATIONSHIPS	See separate curriculum 1Decision RELATIONSHIPS	See separate curriculum 1Decision RELATIONSHIPS	See separate curriculum 1Decision RELATIONSHIPS	See separate curriculum 1Decision RELATIONSHIPS	See separate curriculum 1Decision RELATIONSHIPS
VISITS & VISITOR			GREEN DAY	VIKING EXPERIENCE	RE VISIT TO GURDWARA	BE YOU-SELF ESTEEM