

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

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| VIPERS | Guided reading VIPERS Stage 4 -The Vikings Stage 4-Sports People | Guided reading VIPERS Stage 4 -The Vikings Stage 4-Sports People | Guided reading VIPERS Stage 4 -The Vikings Stage 4-Sports People | Guided reading VIPERS Stage 4 -The Vikings Stage 4-Sports People | Guided reading VIPERS Stage 4 -The Vikings Stage 4-Sports People | Guided reading VIPERS Stage 4 -The Vikings Stage 4-Sports People |
| MATHS | SUBTRACTION MULTIPLICATION MEASUREMENT INCLUDING LENGTH AND PERIMETER | SUBTRACTION MULTIPLICATION MEASUREMENT INCLUDING LENGTH AND PERIMETER | SUBTRACTION MULTIPLICATION MEASUREMENT INCLUDING LENGTH AND PERIMETER | SUBTRACTION MULTIPLICATION MEASUREMENT INCLUDING LENGTH AND PERIMETER | SUBTRACTION MULTIPLICATION MEASUREMENT INCLUDING LENGTH AND PERIMETER | SUBTRACTION MULTIPLICATION MEASUREMENT INCLUDING LENGTH AND PERIMETER |

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| HISTORY | VIKINGS | VIKINGS | VIKINGS | VIKINGS | VIKINGS | VIKINGS |
| | Lesson 1 -Who were the Vikings? | Lesson 2-Where were the Vikings from? | Lesson 3-What made the Vikings successful? | Lesson 4-Researching Viking Warriors | Lesson 5-What made the Viking Longship a good mode of transport? | Lesson 6-Were all Vikings warriors? |
| | Teaching Outcomes: | Teaching Outcomes: | Teaching Outcomes: | Teaching Outcomes: | Teaching Outcomes: | 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. | To discover where the Vikings invaded from and where they settled. To explore and discuss where the Vikings lived before they invaded Britain. | 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. | To understand the beliefs and weaponry of the Viking Warriors. To make a Viking shield. To select appropriate information for a research question. | Learn about the features of the formidable Viking longships ready to design and make your own. | To empathise with the Viking leaders and ordinary people of this time. |
| | Children will: | Children will: | Children will: | Children can: | Teaching Outcomes: | To ask relevant questions of the person in role. |
| | 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. | 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. | 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. | Discover the beliefs of Viking warriors. Explore Viking weaponry and armour. Research Viking warrior's names and choose their own. Design a Viking shield. | 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. | To use this knowledge to be a persuasive Viking leader. |
| | | | VIKING EXPERIENCE | Children can: | 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. | 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? | Investigating Gases | Heating and Cooling | Wonderful Water | Evaporation Investigation | The Water Cycle |
| | <p>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.</p> <ul style="list-style-type: none"> • I can sort and describe materials. <p>See Hamilton Trust</p> | <p>To compare and group materials together, according to whether they are solids, liquids or gases by investigating gases and their uses.</p> <ul style="list-style-type: none"> • I can investigate gases and explain their properties <p>What are the states of matter? - BBC Bitesize</p> | <p>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.</p> <ul style="list-style-type: none"> • I can investigate materials as they change state. | <p>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.</p> <ul style="list-style-type: none"> • I can explore how water changes state | <p>To associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing.</p> <p>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.</p> <ul style="list-style-type: none"> • I can investigate how water evaporates. | <p>To identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle.</p> <ul style="list-style-type: none"> • I can identify and describe the different stages of the water cycle. <p>The Water Cycle Song - Bing video</p> |

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| <p align="center">ART Painting</p> | <p>Dragon Eyes</p> <p>Painting with warm and cool colours using Brusho.</p> <p>How to Draw Dragon Eyes Art Tutorial for Beginners - Art by Ro</p> <p>(37) Pinterest</p> | <p>Explore Cressida Cowell's Illustration</p> <p>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...</p> <p>Stormy sea Calm Sea Wind and driving rain Thunder Lightening Windswept Bay Fire</p> <p>Introduce the poem of the Jabberwocky</p> <p>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.</p> | <p>Illustrated Concertina Book</p> <p>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.</p> | <p align="center">DT DAY</p> <p align="center">Design and Build a Fingerboard Skatepark.</p> | <p align="center">Lunar New Year Dragons</p> <p>Children invent their own dragon by starting with splodges of colour.</p> <p>Pathway: Exploring Watercolour (accessart.org.uk)</p> | <p align="center">The Isle of Berk</p> <p>Explore paint further using the work of Saoirse Morgan to inspire a landscape painting.</p> <p>Talking Points: Saoirse Morgan (accessart.org.uk)</p> |
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| DT Design a Fingerboard Skatepark | | | | <p align="center">Design and make a Fingerboard Skatepark</p> <p>Children use cardboard, tape, plastic, balsa wood and plywood to make their skatepark.</p> <p>Give children cardboard templates to help make the shapes of ramps and humps.</p> <p>Moulds for plaster obstacles.</p> <p>Chn decide wo will make what and set to work</p> | | |
| 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 | 1Decision Keeping Healthy/Staying Healthy | 1Decision Keeping Healthy/Staying Healthy | 1Decision Keeping Healthy/Staying Healthy | 1Decision Keeping Healthy/Staying Healthy | 1Decision Keeping Healthy/Staying Healthy | 1Decision Keeping Healthy/Staying Healthy |
| VISITS & VISITOR | | | GREEN DAY | VIKING EXPERIENCE | RE VISIT TO GURDWARA | BE YOU-SELF ESTEEM |