

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

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| <p align="center">HISTORY</p> | <p align="center">VIKINGS</p> <p>Lesson 1 -Who were the Vikings?</p> <p>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.</p> <p>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.</p> | <p align="center">VIKINGS</p> <p>Lesson 2-Where were the Vikings from?</p> <p>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.</p> <p>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.</p> | <p align="center">VIKINGS</p> <p>Lesson 3-What made the Vikings successful?</p> <p>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.</p> <p>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.</p> <p align="center">VIKING EXPERIENCE</p> | <p align="center">VIKINGS</p> <p>Lesson 4-Researching Viking Warriors</p> <p>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.</p> <p>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.</p> | <p align="center">VIKINGS</p> <p>Lesson 5-What made the Viking Longship a good mode of transport?</p> <p>Learn about the features of the formidable Viking longships ready to design and make your own.</p> <p>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.</p> <p>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.</p> | <p align="center">VIKINGS</p> <p>Lesson 6-Were all Vikings warriors?</p> <p>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.</p> <p>Children can: Analyse the characteristics of Viking leaders. Persuade others to join you as a loyal follower.</p> |
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| <p align="center">SCIENCE</p> <p align="center">Living Things & Their Habitats</p> | <p align="center">Solid or Liquid?</p> <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 align="center">See Hamilton Trust</p> | <p align="center">Investigating Gases</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 align="center">What are the states of matter? - BBC Bitesize</p> | <p align="center">Heating and Cooling</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 align="center">Wonderful Water</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 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 align="center">Evaporation Investigation</p> <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 align="center">The Water Cycle</p> <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 align="center">The Water Cycle Song - Bing video</p> |
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| <p align="center">ART Painting</p> | <p align="center">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 align="center"> Stormy sea Calm Sea Wind and driving rain Thunder Lightning Windswept Bay Fire </p> <p align="center"> Need examples of Cressida Cowell's Books </p> <p align="center"> Illustrating 'The Jabberwocky' (accessart.org.uk) </p> | <p align="center">Illustrated Concertina Book</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 align="center">Dragon Eyes</p> <p>Painting with warm and cool colours using Brusho.</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 align="center"> 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 align="center"> Talking Points: Saoirse Morgan (accessart.org.uk) </p> |
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| <p align="center">DT</p> <p align="center">Design a Fingerboard Skatepark</p> | <p>Fingerboard Skatepark Ideas</p> <p>Visit Skate Park in Hexham for Inspiration.</p> <p align="center">Skatepark Visit Wednesday 31stJanuary</p> | <p>Play and Explore Explore ideas and existing products. Watch videos of Fingerboard experts. Try out fingerboards.</p> <p align="center"><u>Bing Videos</u> Children investigate ways of cutting, folding and joining cardboard to make 3D shapes in their park.</p> | <p>Design a Fingerboard Skatepark Using their knowledge of ramps, rails and pipes children work in teams of three/four to design a skatepark with 5 obstacles. Show children examples of online homemade fingerboard obstacles using cardboard boxes, card, wood, balsa, doweling, plaster of paris etc. Explain that they can choose one of their smaller obstacles to be made using a 3D Printer. <u>INSANE 3D PRINTED FINGERBOARD OBSTACLES *DIY* (youtube.com)</u> The children design a cardboard Skatepark. They can work individually, in pairs or teams to do this. Give children a crib sheet of standard skatepark obstacles to help. <u>Bing Videos</u> NEED TO EDIT!</p> | <p>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 Adult support needed x 4 . (Assisting with Plaster of Paris, Sawing Wood, Glue Gun</p> | <p>Tinkercad Use Tinkercad to create an obstacle for their Skatepark.</p> <p align="center">Borrow 3D Printer.</p> | <p>Finishing Touches & Evaluation</p> <p>Chn add the final touches to their skatepark and fix their obstacles to a base.</p> <p>Give chn Tech Decks to test out the park.</p> <p>They play with the park and evaluate how well they have met the design brief.</p> |
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| COMPUTING | <p align="center">NCC/360 Scheme Unit 3.4</p> <p align="center">Data and Information- Branching Data bases</p> <p align="center">Yes or no questions</p> <p align="center">To create questions with yes/no answers</p> <p>I can investigate questions with yes/no answers I can make up a yes/no question about a collection of objects I can create two groups of objects separated by one attribute</p> | <p align="center">NCC/360 Scheme Unit 3.4</p> <p align="center">Data and Information- Branching Data bases</p> <p align="center">Making Groups</p> <p align="center">To identify the object attributes needed to collect relevant data</p> <p>I can select an attribute to separate objects into groups I can create a group of objects within an existing group I can arrange objects into a tree structure</p> | <p align="center">NCC/360 Scheme Unit 3.4</p> <p align="center">Data and Information- Branching Data bases</p> <p align="center">Creating a branching data base</p> <p align="center">To create a branching database</p> <p>I can select objects to arrange in a branching database I can group objects using my own yes/no questions I can prove my branching database works</p> | <p align="center">NCC/360 Scheme Unit 3.4</p> <p align="center">Data and Information- Branching Data bases</p> <p align="center">Structuring a branching data base</p> <p align="center">To explain why it is helpful for a database to be well structured</p> <p>I can create yes/no questions using given attributes I can explain that questions need to be ordered carefully to split objects into similarly sized groups I can compare two branching database structures</p> | <p align="center">NCC/360 Scheme Unit 3.4</p> <p align="center">Data and Information- Branching Data bases</p> <p align="center">Using a branching data base</p> <p align="center">To identify objects using a branching database</p> <p>I can select a theme and choose a variety of objects I can create questions and apply them to a tree structure I can use my branching database to answer questions</p> | <p align="center">NCC/360 Scheme Unit 3.4</p> <p align="center">Data and Information- Branching Data bases</p> <p align="center">Presenting information</p> <p align="center">To compare the information shown in a pictogram with a branching database</p> <p>I can explain what a pictogram tells me I can explain what a branching database tells me I can compare two ways of presenting information</p> |
| PSHE | <p align="center">1Decision Keeping Healthy/Staying Healthy</p> | <p align="center">1Decision Keeping Healthy/Staying Healthy</p> | <p align="center">1Decision Keeping Healthy/Staying Healthy</p> | <p align="center">1Decision Keeping Healthy/Staying Healthy</p> | <p align="center">1Decision Keeping Healthy/Staying Healthy</p> | <p align="center">1Decision Keeping Healthy/Staying Healthy</p> |
| VISITS & VISITOR | | | <p align="center">VIKING EXPERIENCE</p> | <p align="center">DT DAY SKATE PARK VISIT</p> | <p align="center">RE VISIT TO GURDWARA</p> | |