	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	8.1.24	15.1.24	22.1.24	29.1.24	5.2.24	12.2.24
TOPIC	VIKINGS	VIKINGS	VIKINGS	VIKINGS	VIKINGS	VIKINGS
SPELLINGS SPAG	YEAR 3-6 SPELLING LISTS Powerful Verbs	YEAR 3-6 SPELLING LISTS Compound Nouns	YEAR 3-6 SPELLING LISTS Prefixes mis, dis, un	YEAR 3-6 SPELLING LISTS Subordinating Conjunctions	YEAR 3-6 SPELLING LISTS Inverted Commas	YEAR 3-6 SPELLING LISTS SPAG test
WRITING (Core Texts/Animation)	How to Train a Dragon I can use inference clues to understand character's feelings. I can describe a setting using prepositional phrases	How to Train a Dragon I can use expanded noun phrases to add descriptive detail in narrative writing. I can use simile and metaphor to describe characters and settings.	How to Train a Dragon Children will write a punctuated conversation between two of the novices. Children will re-write part of chapter 2 in the first person, from the perspective of another character.	How to Train a Dragon Children will re-write part of chapter 2 in the first person, from the perspective of another character.	How to Train a Dragon Children will edit their work and publish in clear, neat handwriting. Children collect technical phrases from nonchronological reports and write sentences to describe their dragon.	How to Train a Dragon I can organise sentences into themed paragraphs before writing a report. Children will create a non-chronological report about their own dragon.
GENRES	Non-Chronological report Fantasy Story	Non-Chronological report Fantasy Story	Non-Chronological report Fantasy Story	Non-Chronological report Fantasy Story	Non-Chronological report Fantasy Story	Non-Chronological report Fantasy Story
SPOTLIGHT ON Authors/Books	Cressida Cowell (How to Train your Dragon)	Cressida Cowell (How to Train your Dragon)	Cressida Cowell (How to Train your Dragon)	Cressida Cowell (How to Train your Dragon)	Cressida Cowell (How to Train your Dragon)	Cressida Cowell (How to Train your Dragon)

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

	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading
	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS
IRS	Stage 3-Mythical Beasts	Stage 3-Mythical	Stage 3-Mythical Beasts	Stage 3-Mythical	Stage 3-Mythical Beasts	Stage 3-Mythical
VIPERS	Stage 4 -The Vikings	Beasts	Stage 4 - The Vikings	Beasts	Stage 4 -The Vikings	Beasts
>	Stage 3-Paris	Stage 4 - The Vikings	Stage 3-Paris	Stage 4 -The Vikings	Stage 3-Paris	Stage 4 -The Vikings
		Stage 3-Paris		Stage 3-Paris		Stage 3-Paris
	MULTIPLICATION AND	MULTIPLICATION AND	MULTIPLICATION AND	MULTIPLICATION AND	MULTIPLICATION AND	MULTIPLICATION
S	DIVISION	DIVISION	DIVISION	DIVISION	DIVISION	AND DIVISION
матнѕ	MEASUREMENT	MEASUREMENT	MEASUREMENT	MEASUREMENT	MEASUREMENT	MEASUREMENT
-AI	INCLUDING PERIMETER	INCLUDING	INCLUDING PERIMETER	INCLUDING	INCLUDING PERIMETER	INCLUDING
2		PERIMETER		PERIMETER		PERIMETER

	VIKINGS	VIKINGS	VIKINGS	VIKINGS	VIKINGS	VIKINGS
	Lesson 1 -Who were the	Lesson 2-Where were	Lesson 3-What made the	Lesson 4-Researching	Lesson 5-What made the	Lesson 6-Were all
	Vikings?	the Vikings from?	Vikings successful?	Viking Warriors	Viking Longship a good	Vikings warriors?
	Teaching Outcomes:	Teaching Outcomes:	Teaching Outcomes:	Teaching Outcomes:	mode of transport?	<b>Teaching Outcomes:</b>
	To discover when the	To discover where the	To discover what made the	To understand the	Learn about the features	To empathise with the
	Vikings began to invade	Vikings invaded from	Viking invasion successful.	beliefs and weaponry of	of the formidable Viking	Viking leaders and
	Britain and begin to	and where they settled.	To organise information	the Viking Warriors.	longships ready to design	ordinary people of this
	understand how we know	To explore and discuss	into a poster to warn of	To make a Viking shield.	and make your own.	time.
	about the Vikings.	where the Vikings lived	the invasion and describe	To select appropriate	Teaching Outcomes:	To ask relevant
l	Inderstand and complete a	before they invaded	a Viking raid from an	information for a	To understand how the	questions of the
	quiz on information from	Britain.	Anglo-Saxon perspective.	research question.	design and build of the	person in role.
	non-fiction texts.	Children will:	Children will:	Children can:	Viking longship helped	To use this knowledge
	Children will:	Know where the Vikings	Discover the beliefs of	Discover the beliefs of	with successful invasions.	to be a persuasive
U	Inderstand that the Vikings	came from.	Viking warriors.	Viking warriors.	To locate relevant	Viking leader.
	invaded Britain.	Begin to understand	Explore the Viking invasion	Explore Viking weaponry	information and write a	Children can:
	Understand when the	why they came to Britain	from the Anglo-	and armour.	fact-file on Viking	Analyse the
	Vikings invaded in the	and the main places	Saxon/monks point of	Research Viking	longships.	characteristics of
	context of the history of	they settled.	view.	warrior's names and	Children can:	Viking leaders.
	Britain.	Begin to recognise and	Design newspaper reports	choose their own.	Discover the key features	Persuade others to join
	Know some facts and	identify the reasons for	of the Viking invasion or	Design a Viking shield.	of Viking longships.	you as a loyal follower.
	information about the	the Vikings settling	design posters warning of		Discover why Viking	
	Vikings.	where they did; rural	attack.		longships were successful	
	Understand that our	Britain and Scotland,			in what they did.	
	knowledge of the Vikings	monasteries on the	VIKING EXPERIENCE		Select relevant information	
	comes from a range of	coast.	VIKING EXPERIENCE		to create a fact file on	
	historical sources.				Viking longships.	
					Design own fact file in	
					booklet or poster form.	

	MTP Spring 1 Humshaugh First School Class 3 - Mrs Long/Ms Osborne/Mrs Wilkinson/Mrs Phillips/Mr Hulbert								
	Solid or Liquid?	Investigating Gases	Heating and Cooling	Wonderful Water	Evaporation	The Water Cycle			
					Investigation				
	To compare and group	To compare and	To observe that some	To observe that some		To identify the part			
	materials together,	group materials	materials change state	materials change state	To associate the rate of	played by			
	according to whether	together, according to	when they are heated	when they are heated	evaporation with	evaporation and			
Ŋ	they are solids, liquids or	whether they are	or cooled, and measure	or cooled, and	temperature by	condensation in the			
tat	gases by sorting and	solids, liquids or gases	or research the	measure or research	investigating the effect	water cycle by			
Habitats	describing materials into	by investigating gases	temperature at which	the temperature at	of temperature on	creating a model of			
	solids, liquids and gases.	and their uses.	this happens in degrees	which this happens in	drying washing.	the water cycle.			
Their			Celsius (°C) by	degrees Celsius (°C)					
Ч Ц	<ul> <li>I can sort and describe</li> </ul>	<ul> <li>I can investigate</li> </ul>	investigating how	by exploring how	To make systematic,	<ul> <li>I can identify and</li> </ul>			
8	materials.	gases and explain	heating and cooling	water can change its	careful and accurate	describe the			
Je Things		their properties	can change a material's	state to a solid,	observations and	different stages of			
nir	See Hamilton Trust		state.	liquid or a gas.	measurements and	the water cycle.			
È		What are the states of			report on findings from				
ng		matter? - BBC Bitesize	<ul> <li>I can investigate</li> </ul>	<ul> <li>I can explore how</li> </ul>	enquiries by displaying	The Water Cycle			
Living			materials as they	water changes state	results and conclusions	<u>Song - Bing video</u>			
-			change state.		by investigating the				
					effect of temperature				
					on drying washing.				
					<ul> <li>I can investigate how</li> </ul>				
					water evaporates.				

SCIENCE

	J	<u>J</u> ,			
Explore Cressida	Illustrated	Dragon Eyes	DT DAY	Lunar New Year	The Isle of Berk
Cowell's Illustration	<b>Concertina Book</b>			Dragons	
		Painting with warm and	Design and Build a		Explore paint further
Chn explore paint and	Children create their	cool colours using	Fingerboard	Children invent their	using the work of
mark-making talking	own fold out book	Brusho.	Skatepark.	own dragon by starting	Saoirse Morgan to
inspiration from the	that illustrates the			with splodges of colour.	inspire a landscape
work of Cressida Cowell	Jabberwocky using				painting.
and Quentin Blake.	mixed media and			Pathway: Exploring	
They use various	adding words and text			<u>Watercolour</u>	Talking Points:
materials including ink	in the style of Cressida			(accessart.org.uk)	Saoirse Morgan
to explore the	Cowell.				(accessart.org.uk)
following words					
Stormy sea Calm Sea Wind and driving rain Thunder Lightning Windswept Bay Fire Need examples of Cressida Cowell's Books <u>Illustrating 'The</u> Jabberwocky'					
	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 Lightning Windswept Bay Fire Need examples of Cressida Cowell's Books	Explore Cressida Cowell's IllustrationIllustrated Concertina BookChn 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 wordsChildren create their own fold out book that illustrates the Jabberwocky using mixed media and adding words and text in the style of Cressida Cowell.Stormy sea Calm Sea Wind and driving rain Thunder Lightning Windswept Bay FireConcertina BookNeed examples of Cressida Cowell's BooksIllustrating 'The Jabberwocky'	Explore Cressida Cowell's IllustrationIllustrated Concertina BookDragon EyesChn 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 wordsChildren create their own fold out book that illustrates the 	Explore Cressida Cowell's IllustrationIllustrated Concertina BookDragon EyesDT DAYChn 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 wordsChildren create their own fold out book that illustrates the Jabberwocky using mixed media and adding words and text in the style of Cressida Cowell.Painting with warm and cool colours using Brusho.Design and Build a Fingerboard Skatepark.Stormy sea Calm Sea Wind and driving rain Thunder Lightning Windswept Bay FireStormy sea fireCowell.Painting with warm and cool colours using Brusho.Painting with warm and cool colours using Brusho.Need examples of Cressida Cowell's BooksNeed examples of Libustrating 'The Jabberwocky'Illustrating 'The Jabberwocky'Illustrating 'The Jabberwocky'	Explore Cressida Cowell's IllustrationIllustrated Concertina BookDragon EyesDT DAYLunar New Year DragonsChn 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 wordsChildren create their own fold out book that illustrates the Jabberwocky using mixed media and adding words and text in the style of Cressida Cowell.Design and Build a Fingerboard Skatepark.Children invent their own dragon by starting with splodges of colour.Stormy sea Calm Sea Wind and driving rain Thunder Lightning Windswept Bay FireCowellCowellCowellNeed examples of Cressida Cowell's BooksIllustrating 'The Jabberwocky'Lunar New Year DragonsDesign and Build a Fingerboard Skatepark.Children invent their own dragon by starting with splodges of colour.Illustrating 'The Jabberwocky'IllustrationDesign and Build a Fingerboard Skatepark.Children invent their own dragon by starting With splodges of colour.

#### **Fingerboard Skatepark Play and Explore Design a Fingerboard** Make A Fingerboard **Finishing Touches** Tinkercad Skatepark & Evaluation Explore ideas and Skatepark Ideas Using their knowledge Use Tinkercad to create existing products. Children use Watch videos of of ramps, rails and cardboard, tape, an obstacle for their Visit Skate Park in Chn add the final Fingerboard experts. pipes children work in plastic, balsa wood Hexham for Inspiration. Skatepark. touches to their Try out fingerboards. teams of three/four to and plywood to make skatepark and fix design a skatepark with their skatepark. Borrow 3D Printer. their obstacles to a **Skatepark Visit Bing Videos** 5 obstacles. Give children base. Wednesday 31<sup>st</sup>January Children investigate Show children cardboard templates ways of cutting, examples of online to help make the Give chn Tech Decks folding and joining homemade fingerboard shapes of ramps and to test out the park. obstacles using cardboard to make 3D humps. shapes in their park. carboard boxes, card, Moulds for plaster They play with the wood, balsa, doweling, park and evaluate obstacles. plaster of paris etc. how well they have Chn decide wo will make what and set to met the design brief. Explain that they can choose one of their work smaller obstacles to be Adult support needed x 4. (Assisting with made using a 3D Printer. Plaster of Paris, **INSANE 3D PRINTED** Sawing Wood, Glue **FINGERBOARD** Gun **OBSTACLES \*DIY\*** (youtube.com) 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. **Bing Videos NEED TO** EDIT!

Design a Fingerboard Skatepark

5

R	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. Need Family Photos	<b>Pets</b> 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
H	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
MUSIC	Spring and Easter	Spring and Easter	Spring and Easter	Spring and Easter	Spring and Easter	Spring and Easter
	songs	songs	songs	songs	songs	songs
	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
	Three Little Birds	Three Little Birds	Three Little Birds	Three Little Birds	Three Little Birds	Three Little Birds

			Idss 5 - Wirs Long/Ivis O			
	NCC/360 Scheme	NCC/360 Scheme	NCC/360 Scheme	NCC/360 Scheme	NCC/360 Scheme	NCC/360 Scheme
	Unit 3.4	Unit 3.4	Unit 3.4	Unit 3.4	Unit 3.4	Unit 3.4
	Data and Information-	Data and Information-	Data and Information-	Data and Information-	Data and Information-	Data and
	Branching Data bases	Branching Data bases	Branching Data bases	Branching Data bases	Branching Data bases	Information-
	Yes or no questions	Making Groups	Creating a branching	Structuring a	Using a branching data	Branching Data bases
	To create questions with	To identify the object	data base	branching data base	base	Presenting
	yes/no answers	attributes needed to	To create a branching	To explain why it is	To identify objects using	information
	I can investigate questions	collect relevant data	database	helpful for a database	a branching database	To compare the
COMPUTING	with yes/no answers	I can select an attribute	I can select objects to	to be well structured	I can select a theme and	information shown in
Ê	I can make up a yes/no	to separate objects into	arrange in a branching	I can create yes/no	choose a variety of	a pictogram with a
Ď	question about a collection	groups	database	questions using given	objects	branching database
ž	of objects	I can create a group of	I can group objects using	attributes	I can create questions and	I can explain what a
0	5	objects within an	my own yes/no questions	I can explain that	apply them to a tree	pictogram tells me
U	I can create two groups of	existing group	I can prove my branching	questions need to be	structure	I can explain what a
	objects separated by one	I can arrange objects	database works	ordered carefully to split	I can use my branching	branching database
	attribute	into a tree structure		objects into similarly	database to answer	tells me
				sized groups	questions	I can compare two
				<b>S</b> .	questions	•
				I can compare two		ways of presenting
				branching database		information
				structures		
	1Decision	1Decision	1Decision	1Decision	1Decision	1Decision
ш	Keeping	Keeping	Keeping	Keeping	Keeping	Keeping
PSHE	Healthy/Staying	Healthy/Staying	Healthy/Staying	Healthy/Staying	Healthy/Staying	Healthy/Staying
ă						
	Healthy	Healthy	Healthy	Healthy	Healthy	Healthy
R						
VISITS & VISITOR			VIKING EXPERIENCE	DT DAY	RE VISIT TO	
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