

# Traders and Raiders

## Year 3/4

### In **History** we will:

Learn about Britain's settlement by Anglo-Saxons and Scots

Learn about the famous monk, St Bede (AD 673–735)

Research information about the first Viking invasions of Britain

### In **RE** we will learn about:

The Easter Story.

The importance of Easter, to Christians and the meanings of Easter traditions.

### In **Art and Design** we will learn how to:

Make models of Anglo-Saxon homes to create an Anglo-Saxon village in the classroom

### In **PE** we will learn how:

Follow rules to play more challenging team games such as rounders, hockey, non-stop cricket and team-tag.

Learn to keep afloat and move in the water. Meet challenges and breath whilst swimming.

Focus on swimming more fluently. Improving swimming strokes and learning personal survival techniques.

Take part in an outdoor tournament of physical challenges and competitive games.

### In **Computing** we will learn how to:

Use stop frame animation software to create a moving and talking King Arthur. Add audio to make Arthur address a waiting crowd of Britons before going into battle

Use the web to find and download images showing a range of Anglo-Saxon artefacts. Import selected images into presentation software to create a virtual Saxon artefact museum

### Homework

- **Weekly maths**
- **Topic**
- **Reading daily**

### In **Geography** we will learn how to:

Use Ordnance Survey maps of the South West of England to locate the following sites (use the key to identify specific sites and features): Cadbury Castle, the Shropshire village of Wroxeter, Mitchell's Fold Stone Circle, Glastonbury Tor, Tintagel in Cornwall and Slaughterbridge

Find out where the Saxon invaders settled in Britain, searching for towns and villages that have names derived from Saxon words. Draw a sketch map of England to show where these towns and villages are located

Use maps of Europe to identify countries that the Viking raiders came from

### In **personal, social and health education** we will learn about:

Developing our own school values and how we can live these values and help to use them to shape our actions, attitudes and relationships.

### In **French** we will learn:

To say animal names and whether we have pets or not

Aspects of French culture and traditions inc food and festivals

In **English** we will learn to:

Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.

Listen and respond appropriately to adults and their peers.

Maintain attention and participate actively in collaborative conversations, saying on topic and initiating and responding to comments.

Participate in discussions, presentations, performances, role play, improvisations and debates.

Speak audibly and fluently with an increasing command of Standard English.

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Proof-read for spelling and punctuation errors.

Discuss and record ideas.

Organise paragraphs around a theme.

Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Assess the effectiveness of their own and others' writing and suggest improvements.

Increase the legibility, consistency and quality of their handwriting.

In narratives, create settings, characters and plot.

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Retrieve and record information from non-fiction.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

In **Maths** we will learn how to:

Add and subtract numbers mentally, including a 3-digit number and ones; a 3-digit number and tens and a 3-digit number and hundreds.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

Add and subtract nos with up to 3 digits, using formal written methods of columnar addition and subtraction.

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Write and calculate mathematical statements for  $\times$  and  $\div$  using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods.

Solve problems, including missing number problems, involving  $\times$  and  $\div$ , including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

Recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Multiply 2-digit and 3-digit numbers by a one-digit number using formal written layout.

Recognise, find & write fractions of a discrete set of objects: unit fractions & non-unit fractions with small denominators.

Solve problems that involve all of the above.

Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.

Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.

Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.

Identify acute and obtuse angles and compare and order angles up to two right angles by size.