

# How to Train your Dragon

## English

This term we will begin by recapping a variety of Grammar features covered so far this year and will practice using them in shorter pieces of writing. We will also cover the following units:

- Beowulf narrative writing
- Non-chronological reports about dragons
- Adventure stories in a fantasy setting

All children will access group reading on a weekly basis, as well as other reading-based activities and there will continue to be a focus on Handwriting.

### **Spellings:**

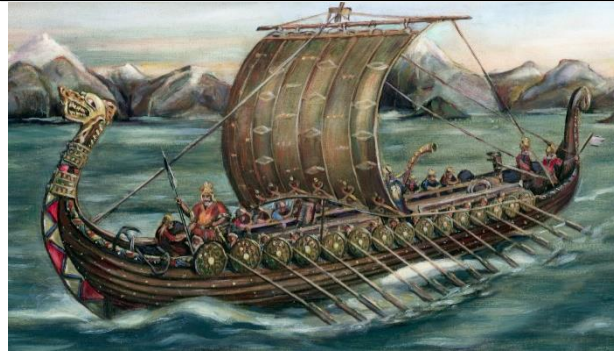
#### **Y3 –**

- Words ending in ‘-er’ when the root word ends in ‘ch’
- Words where ‘ch’ makes a /k/ sound
- Words where ‘que’ makes a /k/ sound
- Words where ‘sc’ makes a /s/ sound
- Words that are homophones
- Words that end in ‘sion’

#### **Y4 –**

- Words that are homophones
- Words spelled with ‘c’ before ‘i’ and ‘e’
- Words containing ‘sol’ and ‘real’
- Words containing ‘phon’ and ‘sign’
- Words with the prefixes ‘super-’, ‘anti-’ and ‘auto’
- Words with the prefix ‘bi-’

This term our topic is ‘How to Train your Dragon’ and will be all about The Vikings. Our class novel will be *How to Train your Dragon* by Cressida Cowell.



## History and Geography

In History, we will learn about where the Vikings came from, who they were and what they believed in. We will learn about the first Viking raid, the Anglo-Saxon reaction to the raids and why the Vikings were feared. We will learn about how the Anglo-Saxons and Vikings co-existed, how King Alfred defeated the Vikings and how England was divided. We will explore Viking settlements, the roles of men and women and the Viking laws. We will conclude the topic by exploring the question ‘How was Britain conquered between 950 AD-1066?’ We will learn about how the Danes conquered Britain for a short period, before learning about the Battle of Hastings. In Geography, The children will learn the geography of Great Britain and which territories were invaded during the Viking period (between 793 AD and 1066 AD).

## Music

This term the Year 3s will be continuing to learn to play the violin and will finish on 20<sup>th</sup> May with a performance at 2:30pm in the school hall for parents. They are already doing really well, learning a variety of skills, such as singing and body percussion and are now practising using their bows!

## French

Following the scheme ‘Language Angels’, the children will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.

## Maths (Power Maths Scheme of Work)

**Y3:** The children will learn to:

- Measure in cm, mm, and m
- Find equivalent measures
- Compare, add and subtract lengths
- Measure and calculate the perimeter
- Solve problems involving measures
- Understand the denominator/numerator of non-unit fractions
- Understand the whole
- Compare and order unit fractions
- Recognise and show equivalent fractions
- Measure, compare, add and subtract mass

**Y4:** The children will learn to:

- Measure in KM and M
- Calculate the perimeter on a grid, of a rectangle, rectilinear shapes and polygons
- Find the missing lengths of rectilinear shapes
- Recognise, compare, order and convert mixed numbers
- Find equivalent fractions and simplify them
- Add, subtract and solve problems involving mixed numbers
- Recognise tenths and hundredths as fractions and decimals
- Divide by 10 and 100
- Compare and order decimals
- Round to the nearest whole number

## Science

This term we will be learning all about Forces and Magnets. We will be exploring the following:

- how things move on different surfaces
- how some forces need contact between two objects, but magnets can act at a distance
- how magnets interact with each other, and with different objects, including why this happens, thinking about the two poles

## Computing

In Computing, we will be learning about Programming, writing a program which accomplishes a specific goal and logical sequence, debugging a program we have written and using simple algorithms to change different features.

## PE

This term we will be doing Athletics and Dance during our PE lessons on a Tuesday. The children will continue to access multi-sports through PAS on a Friday.

## PSHE & RE

For PHSE we follow the Derbyshire scheme of work ‘PHSE’ matters. This half-term, we will be learning about being responsible. Taken from the Derbyshire Scheme, next half term the children will learn from different religions about deciding what is right and wrong.

## Art and DT

Children will be designing Viking shields, swords, and helmets. We will be learning to sketch 3D shapes, including a cube and then a sphere with shading. Then children can apply these skills by sketching a Viking Longship.

### English Objectives (S&L)

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Speak audibly and fluently

### English Objectives (Reading)

- Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet.
- Read further exception words.
- Listen to and discuss a wide range of fiction, non-fiction and reference books or textbooks, read books that are structured in different ways and read for a range of purposes.
- Use dictionaries to check the meaning of words that they have read.
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of a text.

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### English Objectives (Writing)

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell words that are often misspelt.
- Place the possessive apostrophe accurately.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Use the diagonal and horizontal strokes that are needed to join letters and understand

which letters, when adjacent to one another, are best left unjoined.

- Increase the legibility, consistency and quality of their handwriting.
- Plan writing by discussing and recording ideas.
- Compose sentences orally.
- Organise paragraphs around a theme.
- In narratives, create settings, characters and plot.
- In non-narrative material, using simple organisational devices.
- Assess the effectiveness of their own and others' writing and suggest improvements.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.

- 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.

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Use conjunctions, adverbs and prepositions to express time and cause.
- Use fronted adverbials.
- Use commas after fronted adverbials.
- Indicate possession by using the possessive apostrophe with plural nouns.
- Use and punctuate direct speech.

### Maths Objectives (Y3)

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2D shapes
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Compare and order unit fractions, and fractions with the same denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators

### Maths Objectives (Y4)

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

- Compare and order unit fractions, and fractions with the same denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Add and subtract fractions with the same denominator
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

### Science Objectives: Forces and Magnets

- compare how things move on different surfaces
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

### Scientific Enquiry Objectives

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes

### History Objectives

- Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study.
- Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.
- Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Be able to address historically valid questions about change, cause, similarity and difference and significance.

### Geography Objectives

- Learn about human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
  - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ### RE Objectives
- Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).
  - Make connections between stories of temptation and why people can find it difficult to be good (A2).
  - Give examples of ways in which some inspirational people have been guided by their religion (B1).
  - Discuss their own and others' ideas about how people decide right and wrong (C3).

### Art & Design Objectives

- Critique, evaluate and test their ideas and products and the work of others.
  - Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
  - to improve their mastery of art and design techniques, including painting with a range of materials.
  - to improve their mastery of art and design techniques, including sculpture with a range of materials
- ### Computing Objectives
- write procedures using simple algorithms
  - change the colour of the pen
  - write text using the label command

### PE Objectives

- run at fast, medium and slow speeds, changing speed and direction
  - link running and jumping activities with some fluency, control and consistency
  - make up and repeat a short sequence of linked jumps
  - take part in a relay activity
  - throw a variety of objects, changing my actions for accuracy and distance and throwing in different ways, hitting targets
  - run over a long distance - sprint over a short distance
  - improvise freely, translating ideas from a stimulus into movement
  - share and create phrases with a partner and in small groups
  - repeat, remember and perform these phrases in a dance
  - take the lead when working with a partner or group
  - use dance to communicate an idea
  - work on movements and refine them
- ### MFL Objectives
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
  - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
  - Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- ### PSHE Objectives
- Research, discuss and debate topical issues.
  - Identify why rules are needed in different situations.
  - Understanding that there are human rights to protect everyone.
  - Explore rights and responsibilities, rights and duties at home, school, community and the environment.
  - Develop skills to carry out responsibilities.
  - Explore how to resolve differences and respect others' points of view.
  - Explore what being part of a community means and how they belong.
- ### Music Objectives
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
  - Listen with attention to detail and recall sounds with increasing aural memory.
  - Use and understand staff and other musical notations.

