



How To Train Your Dragon

By the end of this topic we will be able to...

Music (Y3)

- Have played along with a range of musical styles.
- Have further learnt about notation, rests, beat, tempo.
- Have learnt to play a song on the violin.

Languages

- Say 10 flavours of ice-cream and the transactional language required to purchase an ice-cream.
- 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.
- Say how many scoops of each they would like.

Art & Design and Technology

- Design Viking shields, swords, and helmets.
- Sketch 3D shapes, including a cube and then a sphere with shading.
- Apply these skills by sketching a Viking Longship.

Computing

- write a program which achieves a specific goal
- create a program which includes a logical sequence
- debug a program I have written
- write procedures using simple algorithms
- change the colour of the pen
- write text using the label command

History

- Identify where the Vikings came from, who they were and what they believed in.
- Describe the first Viking raid and the Anglo-Saxon reaction to the raids and why the Vikings were feared.
- Explain how the Anglo-Saxons and Vikings co-existed and how King Alfred defeated the Vikings and how England was divided.
- Describe Viking settlements as well as the roles of men and women and the Viking laws.
- Explain 'How was Britain conquered between 950 AD-1066?'

Geography

- Identify the geography of Great Britain and which territories were invaded during the Viking period (between 793 AD and 1066 AD).

PE

Dance:

- use a stimulus or set of rules to improvise movement
- create, repeat, refine and perform phrases with a partner or small group, sometimes taking the lead

- use dance to communicate an idea

Athletics:

- generate my own ideas for movement and adapt them to suit different apparatus or abilities

- explain how strength or suppleness affect performance

- compare and contrast sequences of movement, noticing similarities and differences-

- work in a controlled way, including changing speed, direction and shape

PSHE

- Research, discuss and debate topical issues.
- Identify why rules are needed in different situations.
- Understand 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.

RE

- Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.
- Make connections between stories of temptation and why people can find it difficult to be good.
- Give examples of ways in which some inspirational people have been guided by their religion.
- Discuss their own and others' ideas about how people decide right and wrong.