

<u>STUNNING START</u>  For our 'Stunning Start' we will discover our genre focus by analysing clues in the 'mystery box'. We shall then read a Viking myth titled 'Thor and the Stolen Hammer.' The children will then immerse themselves in dressing up and acting out the myth using props in the drama studio. They will then use this myth structure to write their own version of a Viking myth. <u>FABULOUS FINISH</u> For our 'Fabulous Finish' we are going to ask the children to publish their myth individually and we will then compile each into a class book of myths that can be shared with the other Year 3/4 classes and used by each class in their book corners.	<u>HISTORY</u> Our main focus in our connected curriculum topic is History! We are learning about the different invaders and settlers from the Iron Age to the arrival of the Vikings and how this has influenced our language. The children will learn about the chronology of the different invasions and the reasons behind them. They will use role play to compare how the Romans bathed with bathing today. They will also use their detective skills to look at evidence to deduce the mystery of a Viking burial site. They will also examine replica artefacts and analyse what they can tell us about these time periods.  	<u>PHYSICAL EDUCATION</u> Children to wear their PE kit to school on the days of the week that they learn PE. PE kit consists of; Navy blue Blackwell PE T-shirt, navy shorts and plimsolls or trainers that fit! Navy jogging bottoms may be worn for outdoor PE. Earrings should NOT be worn for PE as per health and safety regulations (unless for religious or cultural reasons, in which case we need a letter). Puffins: Thursday: Hockey Wednesday: Swimming Robins: Monday: Hockey Wednesday: Woodland Activities Goldfinches Wednesday: Netball Thursday: Fitness
<u>ENGLISH</u> Our first unit is writing our own myth. We will be looking at Viking myths and building up to writing our own myth inspired by 'Thor and the Stolen hammer.' Our Guided Reading sessions will explore myths related to our History learning through the different times of: The Roman Empire, Anglo Saxons, The Scots and the Vikings. We shall use our Reading Vipers (Vocabulary, Infer, Predict, Explain, Retrieve, and Summarise) to develop our reading comprehension. English Homework will be set every other week on a Monday to be returned the following Monday. We shall have regular handwriting practise as well as dictation. Spelling: We shall continue using the Headstart Spelling scheme to support our learning of spelling rules.	  <u>Year 3/4</u> <u>Autumn Term 2025</u> <u>INVADERS AND RAIDERS</u> <u>Why do we speak English?</u> <u>GEOGRAPHY</u> The children will locate countries in Europe and the United Kingdom using maps with particular reference to the countries the invaders and settlers originated from. They will also use maps of different scales and use 8 points of the compass. The children will describe key aspects of physical and human geography crossed by these people on their journeys to Britain.	<u>MATHS</u> We will complete our work on Addition and Subtraction, while reinforcing essential written methods across both year groups. The focus then moves to Times Tables, with clear differentiation: - Year 4: Concentration is on mastery of 6, 7 and 9 times tables. This intensive practice is key to preparing students for the Multiplication Tables Check (MTC) in June. - Year 3: We will recap multiplication and division facts for the 2, 5 and 10 times tables, then master the 3, 4 and 8 times tables.
<u>ART</u>  We will be making hanging clay fish. We will begin by looking at why fish were important to the invaders we are investigating and looking at how they were represented in pieces of Art from the time. We will use skills of rolling, cutting and joining clay alongside pattern making using tools and imprints. The finished designs will be painted and varnished.	<u>SPANISH</u> This half term our focus will be on 'La Familia.' Our weekly Spanish learning will be centred on family. The children will learn how to say the nouns in Spanish for members of their family. They will work towards creating a fictitious family where they will be able to share the person they are in the family and how old they are.. They will continue to practise counting, reaching 100, to enable children to say the age of various family members and finally they will understand the concept of 'mi' and 'mis' in Spanish.	<u>RELIGIOUS EDUCATION</u> In RE we will be learning about Christianity. We will be exploring the question of: What is the most significant part of the Nativity story for Christians today? Do sacred texts have to be 'true' to help people understand their religion? We shall be exploring Christian symbols and what they represent and will learn about the symbolism within Christmas and Christingle.

