**Maths**

**\*Fractions, decimals and percentages**

**Recognising and comparing fractions, calculating with fractions, exploring equivalency.**

**\*Measurement-Perimeter and area**

**\*Exploring time and money**

**\*4 main operations- missing number and worded problems.**

**\*Viking shields and Norman Arches – measuring**

**\*GEOMETRY – PROPERTIES OF SHAPES**

**Investigating angles**

**Comparing and classifying shapes**

**\*Investigating properties of shapes (2d) and solids (3d)**

**\*GEOMETRY – POSITION AND DIRECTION**

**Describing position and direction**

**\*STATISTICS**

**Interpreting, constructing and presenting data**.

**History**

**\*To investigate and interpret the past- Anglo-Saxons, Vikings and Norman Conquest.**

**\*Suggest causes and consequences of some of the main events and changes in history.**

**Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.**

**\*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.**

**\*To understand chronology**

**\*Place events, artefacts and historical figures on a time line using dates.**

**Geography**

**Maps– European invaders and Anglo Saxon Britain**

**To investigate places and communicate geographically.**

**Human geography, including: settlements and land use.**

**English**

**Epic Poetry - Beowulf**

**Stories with historical characters**

**Recount – Sutton Hoo**

**Newspaper report - Viking Raid**

**Instructions- How to Train your dragon**

**Oral debate- Who should win the Battle of Hastings?**

**Year 3 & 4**

**Invasion!**

**Summer 2017**

**Science**

**To work scientifically. Ask relevant questions**

**Set up simple practical enquiries and comparative and fair tests.**

**Gather, record, classify and present data in a variety of ways to help in answering questions.**

**Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests**

**\*Test structures using forces- build a Norman Arch**

**Computing**

**E- Safety**

**\*Scratch**

**Design programs that accomplish specific goals**

**Control or simulate physical systems**

**DT-**

**To master techniques Textiles- Create own piece of Bayeux Tapestry**

**\*Shape and stitch materials.**

**\*Use basic cross stitch and back stitch.**

**\*Create weavings**

**To design, make, evaluate and improve**

**To master practical skills Textiles**

**Join textiles with appropriate stitching.**

**Select the most appropriate techniques to decorate textile**

**Food technology- Bake cakes like King Alfred!**

**Art-**

**Create Anglo-Saxon and Viking shields**

**To develop ideas**

**Develop ideas from starting points
throughout the curriculum.**

**To master techniques**

**\*Drawing**

**\*Mix colours effectively.**

**PE**

**Year 3- Swimming and Athletics- Sprinting, running, throwing and jumping**

**Year 4- Games –Rounders**

**Athletics – Sprinting, running, throwing and jumping**

**French:**

**Ask and answer simple questions and talk about interests. Read and understand the main points in short written texts. Use a translation dictionary or glossary to look up new words.**

**Year 3 - Count to 20 in French, playground games and sports.**

**Year 4- Increasing vocabulary trough French picture books, numbers, days of the week, food.**

**RE:**

**How do religious families practice their faith and what difference does it make?**

**How, where and why do Christians worship?**

**PHSE:**

**Year 3- Healthy and safer lifestyles- Personal hygiene**

**Healthy lifestyles**

**Year 4- Keeping safe – Safety contexts: Identifying different risks**

**Keeping safe – Personal safety: know they are responsible for personal safety and behaviour.**

**Music**

**Y3 & 4- To compose: Use percussion instruments? Create a rhythm, composition**

**To transcribe • Devise non-standard symbols to indicate when to play and rest**

**Y4- Recorders- To perform**

**Play notes on an instrument with care so that they are clear.**

**Perform with control and awareness of others**