



Be all you can be
Hayes School

Year 3 Curriculum Plan: Summer 1 2023

The Big Question: What did it mean to be a Viking?



Responsibility Success Aspirations Resilience **Discovery** Friendship



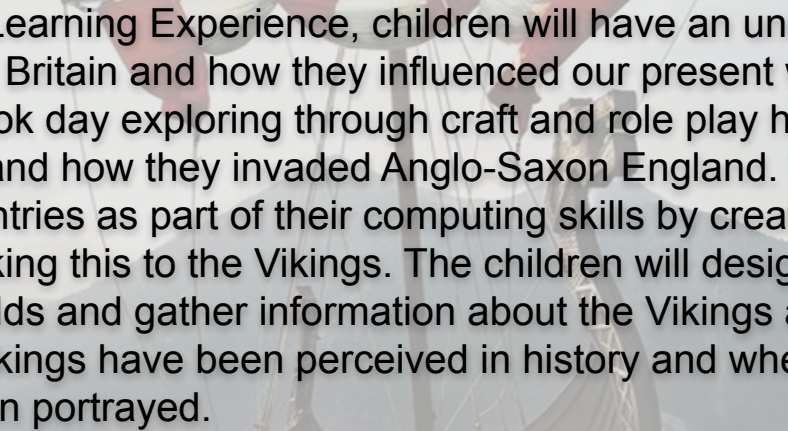
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At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings - happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to 'think' in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision: all children will live fulfilling and happy lives, being all they can be.

Learning Experience

Context and Outcome

By the end of this Learning Experience, children will have an understanding of how Vikings lived and settled in Britain and how they influenced our present way of life. To begin with, they will have a hook day exploring through craft and role play how the Vikings travelled from Scandinavia and how they invaded Anglo-Saxon England. They will also study Scandinavian Countries as part of their computing skills by creating a power-point on their chosen country linking this to the Vikings. The children will design and create Viking longships and shields and gather information about the Vikings as people. We will also discuss how the Vikings have been perceived in history and whether or not we agree with how they have been portrayed.

A Viking longship with a red and white striped sail is shown on a body of water. The ship is a traditional wooden longship with a dragon-headed prow and a single mast. The background shows a hazy landscape with hills and a cloudy sky.

Curriculum questions



Big question:

What did it mean to be a Viking?

Learning questions:

What was Viking life like?

How, what and where did the Vikings trade?

What did the Vikings name parts of England?

How the the Vikings conquer England?

What can place names tell us about Viking settlements?

What was life like in Viking Britain?

Why was Alfred the Great so great?

What are Viking knots and how were they used?

Vocabulary

Vocabulary

Tier 1

Conquer- to overcome and take a place by force, usually involving a battle.

Invasion- entering a country with an armed force, usually to try and take over the rule.

Kingdom- a country which is ruled by a King or Queen.

Raid- a surprise attack on an enemy with armed force.

Reign- to be a ruler. To rule a country usually a King or Queen.

Shield- round defensive weapon made of wood and iron.

Trade- the action of buying and selling goods and services.

Tier 2

Axe- a tool used for chopping wood.

Voyage- a long journey involving travelling by sea.

Scandinavia- a subregion of Northern Europe where the Vikings came from.

Settlement- a place where people have come to live.

Monasteries- buildings where Christians worship and devote their time to God. Monks live and work in monasteries.

Tier 3

Danelaw- the law that dominated part of England where the law of the Danes dominated the Anglo-Saxons.

Freeman- a person who is not a slave and has been given the freedom of a city or borough,

Rune- Viking letters of the alphabet.

Pagan- a person who does not believe in one of the main world religions. They usually believe in many different gods and goddesses.

Long boat- a large boat used by vikings to travel across the sea.



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ENGLISH

- Driver Text: Arthur and the Golden Rope by Joe Todd Stanton.
- Reading: Whole Class reading takes place daily including fluency, retrieval and inference based around a variety of texts.
- Read, write, Inc will continue for smaller groups of children who need to secure phonics and fluency.
- Writing Opportunities: The children will re-write a Viking quest
- Spelling focus will include words using suffixes and prefixes, the k sound spelled ch, words ending in the g sound spelled gue, the s sound spelled sc and homophones
- Handwriting: joined, legible and cursive handwriting.

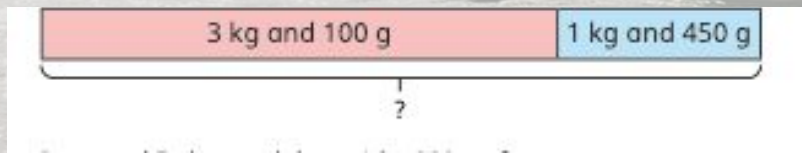
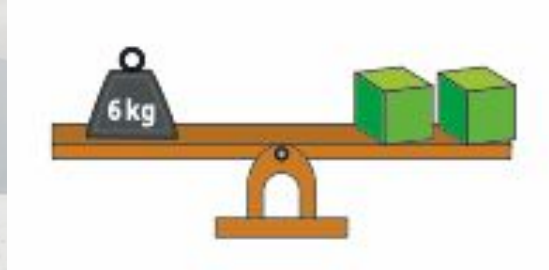
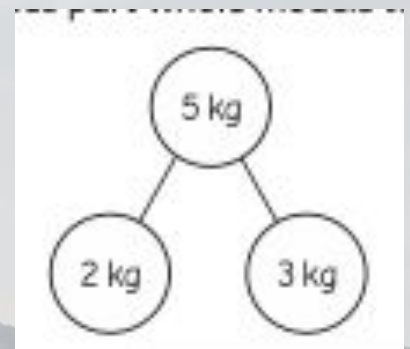
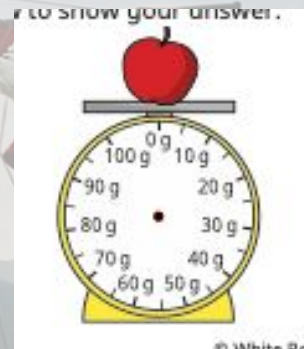
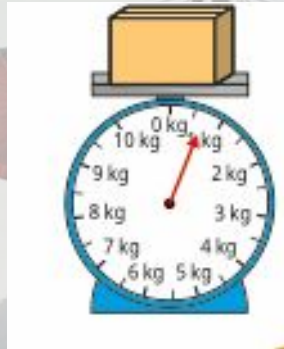
MATHS

In maths, the children will be focusing on:

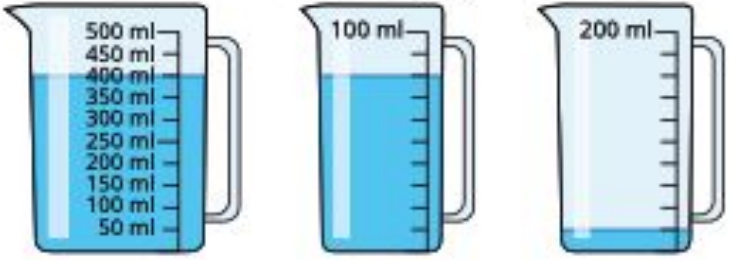
- Mass and capacity
In year 3, we will be learning about scale and intervals. We will be exploring grams, kilograms and equivalence between the two.
In capacity, we will be looking at the relationship between milliliters and liters.
- Money
In year 3, we will be revising addition and subtraction of money and looking and problem solving related to money.

Maths - models and images

Mass and Capacity



• What is the volume of water in each jug?



Three measuring jugs are shown. The first jug has a scale from 50 ml to 500 ml in 50 ml increments and is filled with water up to the 350 ml mark. The second jug has a scale from 0 to 100 ml in 10 ml increments and is filled with water up to the 70 ml mark. The third jug has a scale from 0 to 200 ml in 20 ml increments and is filled with water up to the 20 ml mark.



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Driver Subject: History

In our history lessons we will be exploring what life was like for the Vikings and the impact of the Viking's invasion on Anglo-Saxon society.

We will be focussing on Danelaw and how this integrated itself into society during the early history of Britain.

Later in the half term, we will study Alfred the Great and how he worked alongside the Vikings to establish a new society.

Secondary Driver Subject: Art

In our art lessons we will be exploring Viking knots. We will understand the relationship between Viking knots and Celtic knots. We will learn that Viking knots are loose in their form and is more symmetrical, denser, and abstract compared to Celtic knots. We will look at how the knots used by Vikings incorporated vegetation like trees, ivy, or mistletoe and animal figures such as dragon heads. One of the most used Viking knotwork forms is the Valknut or the Knot of the Slain.



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COMPUTING:

In computing, the children will create a powerpoint presentation about Sweden, Norway and Denmark and link their knowledge to the Vikings.

Throughout the half term the children will also continually reflect upon the importance of staying safe online through E-Safety lessons.



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R.E

The children will follow the planning from the Devon Syllabus – L2.5 Why do Christians call the day Jesus died 'Good Friday'?

PSHE

This half term in Lifewise, pupils will be learning about democracy, law and liberty. We will explore what it means to have freedom of choice. We will then understand how we can be safe in the sun.

PE

In PE with half term, pupils will develop their communication and problem-solving skills. They will work individually, in pairs and in small groups. Throughout, there will be an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They will lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.

MFL (French)

Through the use of Language Angels, the children will be learning how to ask for different flavoured ice creams.

Music

In music, the children will focus on 'Bring us together.' They will take an integrated approach to music where elements of music such as pulse, rhythm, pitch, singing and playing instruments are all linked.