

## Invasion-Curriculum Driver

Year 3/4 Autumn Term A

**Topic Question:** Who were the Anglo-Saxons and Vikings, and how did they impact Britain?

**Linked people of study:** Alfred the Great

**Linked texts:** Anglo-Saxons on National Geographic Kids (natgeokids.com), Vikings on National Geographic Kids (natgeokids.com), The Saga of Erik the Viking (Terry Jones), How to be a Viking (Cressida Cowell), Life of a Viking Ship (Jane Shuter), Historic Places of the United Kingdom: Anglo-Saxon Sites (Nancy Dickmann) Historic Places of the United Kingdom: Viking Sites (Nancy Dickmann).

**Topic Composite/Finale:** create a way to present knowledge of Invasion, e.g., a narrative, non-chronological report, poster, fact file, timeline, description, reconstruction or presentation.

**Prior Learning Topic: (YR;Y1/2):** Once upon a time (YR) and Magnificent monarchs (Y1/2), Through the Ages (Y3/4), Emperors and Empires (Y3/4)

**Future Learning Topic:** Ground breaking Greeks (Y5), Britain at war (Y6), Maafa (Y6).

## History

**Intent:** the children will have a good knowledge and understanding of the invasion of the Anglo-Saxons and the Vikings and their beliefs and practices.

Including: the end of the Roman Empire, the Anglo-Saxon invasions, the Anglo-Saxon influence (e.g., place names) and village life, historical artefacts and what they teach us, pagan Gods and the conversion to Christianity, the Viking arrival and Anglo-Saxon response, Anglo-Saxon kings during the Viking invasion, the introduction of danegeld, Viking life in Britain, their laws and justice and the last Anglo-Saxon kings (before the Norman conquest).

**Hooks from old learning (YR;Y1/2):** Once upon a time (YR) and Magnificent monarchs (Y1/2), Through the Ages (Y3/4), Emperors and Empires (Y3/4)

**Skills and Knowledge Components Focus**

**Year 3**

Order events over a larger timescale.

Children pose own questions to gain an understanding of the topic.

Question why something happened and how it impacted people.

Language specific to topic (e.g. mummified)

**Year 4**

Beginning to think about the impact of historical events/people.

Generate purposeful questions.

Question why something happened and how it impacted people long term.

Language specific to topic (e.g. mummified)

**Sticky Knowledge:**

Britain's settlement by Anglo-Saxons and Scots.

Viking raids and invasion

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

**Key Vocabulary:** Angles, Saxons, Picts, Scots, invaders, kingdom, Pagan, Christianity, Danegeld, exile, longship, outlawed, pillaged, raid, wergild.

**Subject Composite:** the children will create a way to present their knowledge of Invasion, e.g., a narrative, non-chronological report, poster, fact file, timeline, description, reconstruction or presentation.

**Impact:** Children will have a good historical knowledge of the Anglo-Saxon and Viking invasions and their battle for power.

**Hooks for new learning (Y5/6):** Ground breaking Greeks (Y5), Britain at war (Y6), Maafa (Y6).

## RE

**Intent:** Autumn 1: In 'What is it like for someone to follow God?', children will learn to make clear links between the story of Noah and the idea of covenant, make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony and make links between the story of Noah and how Christians live in school and the wider world.

Autumn 2: In 'What is the 'Trinity' and why is it important for Christians?', children recognise what a 'Gospel' is and give an example of the kinds of stories it contains, offer suggestions about what texts about baptism and Trinity mean, give examples of what these texts mean to some Christians today, describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live, make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

**Hooks from old learning (YR;Y1/2):** What do Christians believe God is like?, What is the 'good news' Christians say Jesus brings?

**Skills and Knowledge Components Focus**

**Year 3**

Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.

Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.

Ask important questions about life and compare their ideas with those of other people.

**Year 4**

Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.

Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.

Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.

**Sticky Knowledge:**

Make clear links between the story of Noah and the idea of covenant. Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. Offer suggestions about what texts about baptism and Trinity mean.

**Key Vocabulary:** Christian, Bible, Old testament, New Testament, Noah, God, covenant, pact, wedding, Gospel, Trinity, Matthew, baptism, father, son and holy spirit

**Subject Composite:** Children will make connections between Dharma and their own life pathway and create a poster to show this.

**Impact:** Children will have a good knowledge about what the story of Noah and what a covenant is and how Christians use this story in their lives today. They will also understand the Trinity and how Christians show their beliefs today

**Hooks for new learning (Y5/6):** How do Christians decide how to live?

## Science

**Intent:** (Autumn 1) The children will develop specialised knowledge, skills and understanding in nutrition, muscles, bones and joints and conduct their own research in order to answer client's questions. They will make a presentation tailored to their client's needs that will set them on the road to a healthier lifestyle.

Autumn 2: Find out about sound; how it travels, pitch and volume. Then investigate materials to see which will provide the best insulation against sound. The children will then present their ideas.

**Hooks from old learning:** (YR) Animal safari, (Y1/2): Human senses, Animal parts, Human survival and Animal Survival.

**Skills and Knowledge Components Focus**

**Year 3 Autumn 1**

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Identify that humans and some other animals have skeletons and muscles for support, protection and movement

**Year 4 Autumn 1**

Set up simple practical enquiries, comparative and fair tests

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

**Year 3 Autumn 2**

Make systematic observations using simple equipment

**Year 4 Autumn 2**

Identify how sounds are made, associating some of them with something vibrating

Recognise that vibrations from sounds travel through a medium to the ear

Find patterns between the pitch of a sound and features of the object that produced it

**Sticky Knowledge:**

**Autumn 1:** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

**Autumn 2:** identify how sounds are made, associating some of them with something vibrating.

**Key Vocabulary:** bones, healthy, invertebrate, nutrients, muscles, vertebrae, vertebrate, fruit and vegetables, dairy and alternatives, carbohydrates, oils and spreads, proteins, skeleton.

Sound, listen, hear, ears, noise, loud, quiet, silent, vibrations, transmit, medium, air, water, solid, source, sound waves, particles, travel loudness, amplitude, pitch, frequency Vibrations, sign language investigation, fair-test, factor (variable), prediction, results, resources, planning, muffle Fair-test, evidence, conclusion, evaluate

**Subject Composite:** Children will make a presentation tailored to their client's needs that will set them on the road to a healthier lifestyle. Children will prepare a presentation, describe how they tested the products and what they did to ensure their test was fair. They will explain how their product works, using scientific language, demonstrating an understanding of sound and how it travels.

**Impact:** Children will be able to explain nutrition, muscles, bones and joints and conduct their own research in order to answer questions. They will be able to present this knowledge in the subject composite. The children will demonstrate an understanding of sound and how it travels

**Hooks for new learning (Y5/6):** Evolution and inheritance and human reproduction and aging.

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**Topic Composite/Finale:** create a way to present knowledge of Invasion, e.g., a narrative, non-chronological report, poster, fact file, timeline, description, reconstruction or presentation.

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## Art and Design

**Intent:** Explore colour theory using watercolours and create weavings

Autumn 1 - In 'Contrast and Complement Y4', the children learn about colour theory by studying the colour wheel and colour mixing. This includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.

Autumn 2 - In 'Warp and Weft', the children learn about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.

**Hooks from old learning: (YR, Y1/2)** Funny faces and fabulous features, Mix it! (Y1), Mix it! (Y2), Contrast and Complement (Y3).

**Skills and Knowledge Components Focus**

**Year 3**

Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.

Different pencils for different purpose and effects.

Combine materials and give reasons for choices.

Respond to the work of others and say how it makes them feel or think and give reasons as to why.

Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.

Manipulating clay using fingers and tools.

Decoration techniques such as embossing, engraving and imprinting.

Draw outlines with reference to size and shape.

Begin to research great artists and designers through time.

Begin to include elements of other artists work in their own.

Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.

**Year 4**

Begin to experiment with different tools for line drawing.

Decorate fabric using different materials to finish.

Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.

Talk about their intention and how they wanted their audience to feel or think.

Begin to critique their own and others' work alongside set criteria.

**Key Vocabulary:** colour theory, colour wheel, artists, watercolour, explore, warp, weft, weave, loom.

**Subject Composite:** children create their own watercolour paintings,

**Impact:** Children improve their mastery of art and design techniques, learn about great artists, architects and designers in history, create, evaluate and analyse creative works using the language of art, craft and design

**Hooks for new learning (Y5/6):** Tints, tones and shades.

## Design Technology

**Intent:** In Fresh food, good food, children learn about children about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.

**Hooks from old learning: (YR, Y1/2)** Remarkable recipes

**Skills and Knowledge Components Focus**

**Year 3**

Understand what a healthy, varied and balanced diet is

Understand where fruit, vegetables, meat and meat products come from

Choose, prepare and cook dishes using some cooking techniques

**Year 4**

Understand why we need to eat a healthy, varied and balanced diet.

Understand why we need particular food groups.

Choose, prepare and cook dishes using different cooking techniques.

Know which foods can be grown or reared locally

**Key Vocabulary:** shape, base, foundations, structure, stability, shock absorbers,

**Subject Composite:** The children prepare, package and evaluate a healthy snack.

**Impact:** children learn about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. They learn how to prepare, package and evaluate a healthy snack.

**Hooks for new learning (Y5/6):** Food for life.

## Computing

**Intent: In Coding (Y3), the children continue with the Coding Scheme of Work introduced in Years 1 and 2.**

Autumn 2: The online safety units within the Computing Scheme of Work provide in-depth coverage of computing related online safety aspects.

**Hooks from old learning:** (YR, Y1, Y2) Lego builders, Maze explorers, coding, online safety and PM, technology outside school (Y1), coding, questioning and creating pictures, online safety, effective searching (Y2).

**Skills and Knowledge Components Focus**

**Year 3**

Use different font sizes, colours and images purposefully.

To plan simple sequences with algorithms.

Use logical reasoning to predict errors.

Create and implement programmes to accomplish given goals.

Use technology to present data and digital content

**Year 4**

Know how to use digital tools responsibly to communicate

Use search technologies effectively and safely.

Create and implement a range of programmes to accomplish given goals.

Use technology to collect and present data and digital content.

Know what it means to be a responsible digital citizen.

**Key Vocabulary:** action, alert, algorithm, background, bug, button, click event, code, collision detection event, command, debug/debugging, event, flowchart, implement, input, interval, nesting, object, predict, properties, repeat, scene, sequence, test, timer, turtle object.

**Subject Composite:** Children will learn common commands and constructs of the Coding programming language. Autumn 2: They will create a stop motion animation.

**Impact:** Children Children have a clear idea of how to design and code a program that follows a simple sequence.

Autumn 2: Children will put together a simple animation, understand animation frames, know how to use an onion skin tool, use backgrounds and sounds and finally understand and create a stop motion film.

**Hooks for new learning (Y5/6):** Coding, online safety, word processing (Y5), Coding, Text adventures and Binary, online safety, blogging (Y6).

## Music

**Intent:** The unit is focussed around Mamma Mia by Abba. The children will listen and appraise the song Mamma Mia and other Abba songs, participate in musical activities and perform and share their learning.

Autumn 2: In glockenspiel 2 the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel.

The children will learn:

- Lyrics: what the song is about
- Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
- Identify the main sections of the song (introduction, verse, chorus etc.)
- Name some of the instruments they heard in the song

**Hooks from old learning: (YR, Y1, Y2)** All previous music units.

**Skills and Knowledge Components Focus**

**Year 3**

Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction).

Maintain a simple part within an ensemble.

Play notes on instruments clearly and including steps/ leaps in pitch.

Improvise (including call and response).

Compose and perform simple melodies (limited notes).

Start to use musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words when analysing music/performances

Use musical dimensions together to compose music  
Describe different purposes of music in history/ other cultures.

**Year 4**

Sing in tune, breathe well, and pronounce words, change pitch and dynamics.

Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Perform with control and awareness of what others are singing/ playing. Improvise within a group using more than 2 notes.

Compose and perform melodies using three or four notes

Create accompaniments for tunes using drones or melodic ostinatos

Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.

**Key Vocabulary:** beat, pace, rhythm, pulse, melody, texture, timbre, pitch, dynamics, tempo, structure, shape, pattern, notate, phrase

**Subject Composite:** Children will be able to create their own sounds, based on the style they have listened to. They will prepare this for a performance.

**Impact:** To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.

**Hooks for new learning (Y5/6):** All future units. Introduce new rhythm syllables. Introduce a new genre of listening pieces. Use different stimulus to inspire composition.



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## Spanish

**Intent:** Children learn the basics of the Spanish language. They will learn to greet each other, exchange names, ask how someone is, count to ten and say how old they are. All children should be able to: say hello and goodbye; introduce themselves; say how they are feeling; count to ten; say how old they are. Most children will be able to: use different greetings for different situations; ask and answer simple questions for each topic area. Some children will be able to: use vocabulary they have learnt elsewhere to develop their sentences.

**Hooks from old learning: (YR, Y1/2)** Spanish not taught in KS1

**Skills and Knowledge Components Focus**

**Year 3 and 4**

listen attentively to spoken language and show understanding by joining in and responding

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

speak in sentences, using familiar vocabulary, phrases and basic language structures

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

describe people, places, things and actions orally and in writing

**Key Vocabulary:** ¡Hola! [Hello!], ¡Adiós! [Goodbye!], buenos días [good morning], buenas tardes [good afternoon], buenas noches [good evening], Me llamo... [My name is...], ¿Cómo te llamas? [What's your name?], Señor [Mr], Señora [Mrs], Señorita [Miss], ¿Y tú? [And you?], ¿Qué tal? [How are you?], Bien [well], Muy bien [very well], Fenomenal [great], Regular [so-so], Mal [bad/not well], Muy mal [very bad/not well at all], Fatal [dreadful], Gracias [thank you], ¿Y tú? [and you?], Pregúntame [ask me]

**Subject Composite:** children will present their knowledge of the time in Spanish to another class.

**Impact:** the children will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

**Hooks for new learning (Y5/6):** All future Spanish lessons.

## PSHE

**Intent:** Autumn 1: In 'Being me in my world' children learn setting personal goals, self-identity and worth, positivity in challenges, rules, rights and responsibilities, rewards and consequences, responsible choices and seeing things from others' perspectives.

**Autumn 2:** In 'Celebrating difference, children learn about families and their differences, family conflict and how to manage it (child-centred, witnessing bullying and how to solve it, recognising how words can be hurtful and giving and receiving compliments.

**Hooks from old learning:** Previous 'Being me in my world' units for each Year Group. Previous 'Celebrating difference' units for each Year Group.

**Skills and Knowledge Components Focus**

**Year 3/4**

explain how their life is influenced positively by people they know and also by people from other countries.

explain why their choices might affect their family, friendships and people around the world who they don't know.

**Autumn 2:**

explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

**Key Vocabulary:** Included, Excluded, Welcome, Valued, Team, Character, Role, Job description, School Community, Responsibility, Rights, Democracy, Reward, Consequence, Democratic, Decisions, Voting, Authority, Learning Charter, Role, Contribution, Observer Decisions, Choices, UN Convention on Rights of the Child

Autumn 2: Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Assumption, Influence, Appearance, Opinion, Attitude, Judgement, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Problem, solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Characteristics, Physical features, impression, Changed, Judgement, Assumption, Influence, Special, Different, Accept

**Subject Composite:** children fit together the six pieces of learning about Being me in my world to create learning charter poster.

Autumn 2: children fit together the six pieces of learning about Celebrating difference to explore the decisions and choices they would now make.

**Impact:** children learn that it is important to be a team, how to be a school citizen, their rights, responsibilities and democracy, that actions lead to rewards or consequences and how to know and understand the learning charter

Autumn 2: children learn to not judge others on appearance, assumptions other make, what bullying is, problem solving in bullying situations and celebrating being unique and different.

**Hooks for new learning (Y5/6):** All future 'Being me in my world' and 'Celebrating difference' units.