



The Holt Primary School

Headteacher: Mrs Julie Leach B.Ed(Hons) NPQH



Long Term Planning Overview 2023/2024

Please insert the NC or framework objectives which you plan to teach for the term. Please blank out any aspects not part of the topic.

Year: 3

Term: 1 and 2 (Cycle A)

Teacher: Mrs Thursby

Topic title: Vicious Vikings

MAIN DRIVER: History	TOPIC DESCRIPTION: Children will begin with learning where the Anglo-Saxons fit into our History and how they link to the Viking period. They will also learn about how important Christianity was to Britian. With this prior knowledge, children will then learn where the Vikings came from and where they invaded and settled. They will discover the reasons why they were such good invaders whilst exploring their understanding of boat building and how their weapons and fighting methods helped them to be such successful invaders. They will go on to learn about the Viking farm settlements, their way of life and how they traded. As well as this, the children will explore their beliefs, learning about the Gods they worshipped, their food and way of life in the form of a home study. They will finally discuss whether they believe the Vikings were raiders or settlers and how we should remember the Vikings.
SUBJECT	NATIONAL CURRICULUM/Framework OBJECTIVES
Geography NC	
History NC	Anglo-Saxons and Vikings combined study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Anglo-Saxons: Key Questions: SAXONS- 1. Why did the Anglo -Saxons invade and how can we possibly know where they settled? 2. What does the mystery of the empty grave tell us about Saxon graves? 3. How did life change when Christianity came to Britain? VIKINGS: 1. What image do we have of the Vikings? 2. Why have the Vikings gained such a bad reputation? 3. How did the Vikings try and take over the country and how close did they get? 4. How have recent excavations changed our view of the Vikings? 5. What can we learn about Viking settlement from place names? 6. Raiders or settlers? How should we remember the Vikings?
Science NC	Term 2:Light: recognise that they need light in order to see things and that dark is the absence of light/ notice that light is reflected from surfaces/recognise that light from the sun can be dangerous and that there are ways to protect their eyes/recognise that shadows are formed when the light from a light source is blocked by an opaque object/find patterns in the way that the size of shadows change.
DT NC	Term 2: Pop up Christmas card apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

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Art NC ACCESS ART UNITS	Gestural Drawing with charcoal Disciplines: Drawing, Sketchbooks Key Concepts: • That when we draw we can use gestural marks to make work. • That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.
PE NC	Term 1 Synergy-Football and Enrichment Term 2 Synergy- Hockey ST- Gymnastics
RE Agreed syllabus	LAS- GOD –HINDUISM <i>How are deities and key figures described in Hindu sacred texts and stories?</i> ➤ <i>What might Hindus understand about the Divine through these stories?</i> ➤ <i>What is the purpose of visual symbols in the mandir?</i>
PSHE One decision	Term 1- Staying Healthy-Medicine . Know, understand and be able to practise simple safety rules about medicine. Understand when it is safe to take medicine. Know who we can accept medicine from. Understand the differences between healthy and unhealthy choices. Staying Safe/ Leaning out of windows. Term 2 – Being Responsible- Stealing Understand the differences between borrowing and stealing. Be able to describe how you might feel if something of yours was borrowed and not returned. Know why it is wrong to steal. Know differences between being responsible and irresponsible.
Computing NC	Online Safety Branching Databases
Music NC	Poetry Unit In the past unit
MFL NC	Introduction to French and life in France. Getting to know you All about me
OTHER ASPECTS	ADDITONAL INFORMATION
Writing Genres	Non-chronological report- own dragon species. MORE RAPS POETRY linked to the Tear Thief

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	Cross- curricular writing linked to finding a dragon egg/instructions/care guide
Mathematical links	Measuring-DT project Measuring skills –measure shadows linked to Science unit Temperatures- Scandinavian countries Investigations with Runes-Viking money
Quality Texts	The Tear Thief The Incomplete Book of Dragons-Cressida Cowell The Dragon’s Hoard Arthur and the Golden Rope Vikings in 30 seconds
Key experiences	Mini dragon eye project to begin the term Finding a real dragon egg-caring for it/writing a guide of how to look after it. Art work related to dragons-clay eyes Viking trip Performing poetry
Discreet Subjects	Science-light and shadows PE –synergy-Tag Rugby ST- Gymnastics Music PSHE- medicine/stealing DT –pop up card RE- God Hinduism
Linked Subjects	Art- dragon eye drawing and painting skills/clay work Geography-world map skills-identifying countries invaded by the Vikings/where they settled/traded-using a key/understanding map symbols and how to use an atlas-skills