

St George's Catholic Primary School



We learn, we love, we look after our world. We strive to be the best that we can be, following in the footsteps of Jesus.

St Elizabeth – Year 3/4

Term 5

Topic	Interesting Invaders and Savage Settlers 
Wow Experience	Viking visitor. Viking workshop.
Catholic Social Teaching	The sacredness of life and the dignity of the human person This means we encourage the children by making them feel special through listening to them and help to build up a community in which the gifts and uniqueness of each individual is celebrated. They can be encouraged to lead each individual to prayer and develop a relationship with God by sharing his Word. God made each person so every life is important and should be protected. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person. What makes me special? What makes people special? How should we treat each other? What is one thing that is wonderful about you?

	Can you think of ways we can respect the dignity of others?	
Saint		St Pope John Paul
Religious Education	<u>Branch 5</u> • To retell accurately the resurrection stories and make some links between these and the beliefs of Christians • To use a developing religious vocabulary to give reasons for some of the symbolism in the resurrection stories. With some support they will be able to describe some of the symbolism expressed in art work portraying the accounts • To give some reasons for the actions of the disciples especially Peter. • To make links to show how the beliefs of the disciples in the risen Jesus affected their behaviour. • To ask relevant questions about the resurrection stories To express their own point of view on the question of what Jesus meant when he said, 'Feed my Sheep'	
History/Geography	<u>History</u> How hard was it to invade and settle in Britain? Content - Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	

	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
Art/ D & T	ART: Craft and Design – Fabric of nature - To develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of craft and design - To create sketch books to record observations and use them to review and revisit ideas - Improve mastery of art and design techniques, including drawing and sculpture with a range of materials About great artist and designers In history
Science 	Plants (Y3) - Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - Investigate the way in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <u>Year 3/4 Working Scientifically</u> - Asking relevant questions and using different types of scientific enquiries to answer them - Setting up simple practical enquiries, comparative and fair tests - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - Identifying differences, similarities or changes related to simple scientific ideas and processes - Using straightforward scientific evidence to answer questions or to support their findings.

Music	<u>Musical learning focus</u> – Developing Singing Techniques (Theme: Vikings) The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a song with actions. <u>National Curriculum</u> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
ICT	Creating media: Video trailers (year 3) Developing filming and editing video skills through the storyboarding and creation of book trailers.
P.E.	<u>PE learning focus</u> Striking and fielding <u>National Curriculum</u> Use throwing and catching in isolation and in combination.
Modern Foreign Language – Spanish	<u>In the Classroom (I)</u>
PSHE/RSE	<u>Sharing Online</u> • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; • How to use technology safely;

- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;
- How to report and get help if they encounter inappropriate materials or messages.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- How information and data is shared and used online
- That for most people the internet is an integral part of life and has many benefits.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Chatting Online

- How to use technology safely;
- That bad language and bad behaviour are inappropriate;
- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;
- How to report and get help if they encounter inappropriate materials or messages.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- That people sometimes behave differently online, including by pretending to be someone they are not.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- How to ask for advice or help for themselves or others, and to keep trying until they are heard,
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- Where and how to report concerns and get support with issues online.

Safe in My Body

- To judge well what kind of physical contact is acceptable or unacceptable and how to respond;

- That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where and how to report concerns and get support with issues online.

Drugs, Alcohol & Tobacco

- Medicines are drugs, but not all drugs are good for us.
- Alcohol and tobacco are harmful substances.
- Our bodies are created by God, so we should take care of them and be careful about what we consume.
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- The facts and science relating to immunisation and vaccination

First Aid Heroes

- In an emergency, it is important to remain calm.
- Quick reactions in an emergency can save a life.
- Children can help in an emergency using their First Aid knowledge.
- How to make a clear and efficient call to emergency services if necessary.

Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

