**PE**

Superstars Sport (2 sessions weekly), focusing on key skills in PE

**DT**

Making butter

Making bread making jewellery pottery

Designing and making shields

Making

**Art**

(Y2)Sketch to make quick records (Y3) initial sketches in preparation for painting

(Y2)Experiment with tools and surfaces (Y3) experiment with the potential of various pencils (water colour, oil pastels

(Y2) discuss use of light and shadows (Y3)close observation

Sketching artefacts

**Languages**

French Language Angelswebsite – Saluatations, Colours, Numbers

**Music**

Charanga -, Glockenspeil stage 1

Singing, playing,listening appraising, composing and improvising

**Computing**

Continue coding

**Maths**

Coverage and skills:

Ongoing number bonds, X tables Y2: 2,5,10/ Y3: 2,5,10,3,4,6,8

X and ÷ + and – (revision + question technique for SATs Y2)

Measure and time

Shapes

Y3 fractions

**History**

Y2 Develop language of past, passing time.

Compare life in the past to now

Ask and answer questions

Learn how we know about the past

Y3 Develop understanding f the chronology of Anglo Saxons Vikings and how this relates to the Romans

(Timeline activities ask questions when)

Compare and make links between Anglo Saxons, Vikings with Romans and life now (history day)

Ask historically valid questions and work out answers

(look at pictures websites and artefacts ask questions why how who where what

Know the sources of our knowledge of Anglo Saxons and Vikings

(websites, archaeological digs, stories, Bede’s Chronicles)

Trip to Wilson Museum Cheltenham

**Geography:**

Saxon place names

Where did the Vikings and Saxons come from?

- human geography including types of settlement and land use, economic activity including trade links,

-Why did the Anglo Saxons settle in England and the distribution of natural resources including energy, food , minerals and water

**English**

Recount of History day and discovering artefacts

Poetry kennings

Izzy Gizmo text based work

Character Description

Explanation of how a machine works linked to Super Spagsonic Machine

Class reader Arthur and the Golden Rope

Further description work

Video Viking invasion of Fulford 1066 Description

Reading through guided reading, annotating texts

Teaching active reading skills Asking questions, linking to other books, beginning to read between the lines

Comprehension skills

**BV and SMSC**

* democracy.the rule of law.individual liberty.
* mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Dane law and Anglo Saxon law

**Science**:

Materials – link to history artefacts. Why did they use these materials

y.3 Giving out equipment and ask children to set up fair tests

Experiments -to test strength, waterproofing

Discuss changing materials, by making past with a past machine

2nd half of term continue growing and plants

**TIME TRAVELLERS**

HORRIBLE (and not so horrible) HISTORY

Britain’s settlement by ANGLO SAXONS AND the later struggles with the VIKINGS