



Courageous Castles

Children will be learning about castles, and using this theme as a vehicle for all creative, literacy and knowledge and understanding

Grange View C.E
First School



KUW

Scientist: James Hutton—geologist

Science

To know and understand a range of specific scientific terminology
To know what a fair test is and why it is important
To make predictions giving reasons for their ideas
To use a wide range of methods to record data through first hand experiences

To know types of weathering and how they are formed
To know types of rocks and what their features are

Geography

To ask geographical questions, collect and record evidence and draw conclusions
To use maps to locate places they study
To recognise how places fit within a wider geographical context
To compare land features or two contrasting locations in the UK.

History

To place events, people and changes into correct periods of time
To describe reasons for historical events, situations and changes in the period studied making appropriate links

To interpret a range of sources of evidence and record relevant information in a variety of ways
To use dates and historic vocabulary to communicate their knowledge and understanding

RE

L2.2 What is it like for someone to follow God

Week 1: Predominantly RE themed and based on core values and Big Frieze

English Instructions (3 weeks)

Week 2 and 3

ICT- How can scratch create algorithms?

Geography- Where are the Castles located in Britain?

Science— What are the different types of rocks?

ICT— What are the different coding blocks?

Geography- What are the key landscape features, similarities and differences of Castles and why are these important?

Science— How are different rocks found in landscapes?

Week 4 and 5

Tuesday 24th September—ALNWICK CASTLE VISIT

Thursday 26th September—European Day of Languages (France)

ICT— How can commands be connected together?

History- What are the main parts of a castle and why are they there?

Science - What are the main different types of weathering called?

ICT— How can sound be combined in a sequence of commands?

History /Geography - What are the key features and structures used when building a castle?

Science—What effects has weather had on the Castle walls?

Week 6 and 7

English Letter writing (2 weeks)

ICT— How can different sprites move at the same time?

History- What are the key events in the history of Alnwick Castle (Percy family)?

DT- How do levers and pulleys work and what can they be used for?

ICT— What different elements are needed for an asset of code?

Art—How could we use portrait techniques to replicate the Percy family?

DT- How could you use your knowledge and understanding to create an flag pulley?

Week 8 (assessment week)

ICT— How could the code be improved?

Geography— What are the different rocks and land features special to Cornwall, how do they compare to Northumberland?

DT- How successful was your flag pulley? Could you improve your pulley design and make it more effective?

Creative Development

Artist: Emily Ward—Alnwick Castle

Art

To record from first hand experiences and observations
To apply their different experiences of materials and processes
To compare ideas, methods and approaches and give their opinions
To appropriately use colour, pattern, texture, line and tone giving reasons for their choices
To investigate art, craft and design in the locality in a variety of styles and traditions

DT

To generate and develop ideas, select appropriate materials and plan how they will make their design
To measure, mark out and combine components and materials accurately
To reflect on the progress of their work and identify ways they could improve their design and product

Numeracy

Year 3:

Will be learning about place value and focusing on:

Representing and comparing numbers to 1,000

100s, 10s and 1s

Number line to 1,000

Find 1, 10, 100 more or less than a given number

Compare objects to 1,000

Order numbers

Count in 50s

Year 4:

Will be learning about place value and focusing on:

Roman numerals to 100

Round to the nearest 10, 100 and 1000

Partitioning

Number line to 10,000

1,000 more or less

Comparing and ordering numbers

Count in 25s

Negative numbers

**DT: Technical knowledge -
Textiles**

To design, make and evaluate a coat of arms

**PSED—How can we be a good friend?
Y3 relationships unit**

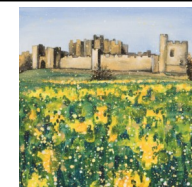
Friendship; making positive friendships, managing loneliness, dealing with arguments

- how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded
- how to recognise if others are feeling lonely and excluded and strategies to include them
- how to build good friendships, including identifying qualities that contribute to positive friendships
- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
- how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

**Physical Development
TUESDAY am
Newcastle Foundation:
Multi skills**

**WEDNESDAY pm -
Swimming**

**Key
Outside environment
Multiculturalism
Arts**



Communication Language and Literacy

NF—Instructions: Storming a Barbican

Hook Text: How to train a dragon, By Cressida Cowell

NF—Letter Writing: To the Percy Family

Hook Text: The day the crayons quit, By Oliver Jeffers

Computing (Scratch)

Y3 PROGRAMMING A—SEQUENCING SOUNDS (CS)

- use sequence selection and repetition in programs
-use logical reasoning to explain how some algorithms work and to detect and correct errors in algorithms and programs

MFL—French—Phonics—I am learning French

Say colours and numbers 1-10

Role play on saying how you are and what your name is

**European Day of Languages —
Focus on France**

