

Y3 What A Saga! Learning Sequence

Synopsis: Children carry out an in-depth study of the Vikings including the invasions, longboats, houses and sagas. Children explore the features of sagas and draw on this understanding to write their own saga, eg *The Dragon's Hoard* / *Freya And The Goblins*.

In **Science**, children investigate different types of rocks.

In **History**, children use range of sources to compare different eras / understand different representations of past.

In **Art**, use drawing and painting skills to add illustrations to saga.

In **D&T**, research features of, design and create a Viking longboat.

In **Computing**, children will be taught about E-safety in the context of using online sources.

Curriculum areas: English, Science, History, Art, D&T and Computing

Length of theme: 6 weeks

English

Write their own Viking saga drawing on known sagas.

English Objectives

Comprehension

- Listen to a range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories
- Identify themes and conventions
- Predict what might happen from details stated and implied
- Infer characters' feelings, thoughts and motives and justify using evidence

Grammar & Punctuation

- Use a wider range of subordinating conjunctions (*before, after, while, when, if, because, although*)
- Express time, place and cause using conjunctions, adverbs and prepositions
- Punctuate direct speech with inverted commas

English Learning Sequence

- Read a selection of Viking sagas to children (preferably round a make-believe campfire outside to recreate the oral Viking saga)
- Stop at appropriate points and ask children to predict what they think will happen next, based on what has already taken place
- Discuss characters, plot and language – what do you notice? Draw out features and themes of the saga
- Ask inferential questions about characters feelings, thoughts and motives and encourage children to justify their answers with reference to the text
- Share a number of other sagas with children both online and in writing eg *Odin Creates The World, Freya and the Goblins*. Do these sagas have the same features as others children have listened to?
- Encourage independent reading of range of sagas

Language & Vocabulary

- Use varied and rich vocabulary including adjective, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration
- Vary sentence openers for effect
- Use similar writing to identify and understand vocabulary and language
- Create characters, setting and plot

Text Structure & Features

- Recognise themes eg good over evil, magical devices
- Retell stories orally
- Build on KS1 wide range of stories, poetry, plays and myths
- Organise paragraphs around a theme

Plan, Draft, Edit & Evaluate

- Discuss and record ideas
- Draw on examples of writing when planning own work
- Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
- Suggest changes to grammar and vocabulary
- Proofread work for spelling/punctuation errors
- Assess others' and own writing, suggesting improvements

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Generate a list of features of sagas eg gods, goddesses, shapeshifters, and key language to draw on eg bold, valiant, mystical
- Explore characters in more depth - Guess Who games, writing character description using key grammatical features taught (expanded noun phrases, verbs, adverbs, preposition phrases, similes, alliteration etc.)
- Take key part /images from sagas and encourage children to use their descriptive skills eg Fafnir the dragon lying on pile of gold. 'Paint a picture' in the reader's mind
- Role-play interaction between characters focusing on dialogue (a Y4 skill though children may want to incorporate speech in their own saga) - what might they say?
- Introduce speech bubbles and then inverted commas, exploring the conventions of speech
- Children transpose speech bubbles into dialogue
- Model variety of sentence openers and types of sentence (simple, compound and complex) and discuss effect of each
- Children plot their own saga, either independently or using a shared saga as a basis and changing key elements of it eg characters, setting, ending
- Draft, edit and improve to produce final version
- Read to class orally

English

Write a first-person account/diary from perspective of Viking warrior or Briton.

English Objectives

Grammar & Punctuation

- Use a wider range of subordinating conjunctions (*before, after, while, when, if, because, although*)
- Express time, place and cause using conjunctions, adverbs and

English Learning Sequence

- Recap features of diary writing - what do children already know?
- Encourage children to imagine they are Viking warriors crossing the sea to Britain – what do you think it was like?

prepositions

Language & Vocabulary

- Use varied and rich vocabulary including adjective, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration
- Vary sentence openers for effect
- Use similar writing to identify and understand vocabulary and language
- Create settings

Text Structure & Features

- Organise paragraphs around a theme use paragraphs/sections to help organise content

Plan, Draft, Edit & Evaluate

- Discuss and record ideas
- Draw on examples of writing when planning own work
- Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
- Suggest changes to grammar and vocabulary
- Proofread work for spelling/punctuation errors
- Assess others' and own writing, suggesting improvements

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Watch video footage (eg BBC Class Clips) about Viking invasions and take notes as watching to gather ideas eg wild, stormy weather; huge, crashing waves
- Generate ideas together using class clip and images, drawing on skills taught eg expanded noun phrases, effective verbs and adverbs, figurative language (alliteration, similes, collective nouns)
- Take some mediocre examples of descriptive words and phrases and change to more ambitious vocabulary (could use thesaurus to support). Ensure words and phrases are in a context and children can explain meaning
- Model how to use the children's ideas to create a range of sentences with a variety of sentence openers eg. wild, storm becomes The wild waves whipped the storm up into a frenzy, tossing the ship up into the air
- Children plan orally then draft their diary entry using skills taught
- Edit and improve to produce final draft

Science

Investigate different types of rocks.

Science Objectives

Scientific Knowledge

- Compare/group together different rock types based on their appearance and simple physical properties

Science Learning Sequence

- As archaeologist, excavating a site, come across different rocks
- Define what a rock is
- Sort different types of rocks according to their properties

- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter

- Suggest ways to test properties of rocks eg permeability, fizziness, hardness etc and decide how to record this
- Investigate 3 main types of rock: igneous, metamorphic and sedimentary
- Use diagrams of rock formation to help explain using scientific language
- Associate different rocks with their uses, based on properties
- Research different types of fossils and how these are formed
- Understand that soil is made from tiny particles of rock
- Categorise different soil types based on their properties and use this understanding to explain uses of different soils eg clay, chalky, loamy, peaty

History

Use range of sources to compare different eras / understand different representations of past.

History Objectives

- **Develop understanding of how and why the past is represented in different ways**
- **Select key information from a range of sources to answer historical questions**
- **Understand what types of question are historically-valid and identify how to find the answer**
- **Order key dates on a timeline to demonstrate chronology of British and world history**
- **Compare different eras considering similarities and differences**
- **Develop a range of historical vocabulary**

History Learning Sequence

- Recap chronology and what this means and use of timeline to date
- Provide a range of sources of the Viking period (eg dates, images, pictures) and place Vikings onto a timeline, justifying reasons
- Use a range of sources to investigate the Viking period and answer historically-valid questions (eg Where did they come from? Why did they arrive in Britain? How did they travel?)
- Introduce specific vocabulary - invader, settler, agriculture, warrior etc.
- Generate questions from sources provided about various aspects of Viking life (eg boats, diet, house, clothing, jobs)
- Create a Viking fact file to record information found, using pictures and text
- Use stories and sources to explore the Viking invasion from two different perspectives: 1) the view of a Viking invader 2) the view of a monk on Lindisfarne

	<ul style="list-style-type: none"> • Compare the invasions from different perspectives, recording any similarities and differences of this invasion after a class debate
<h2 style="background-color: #4b3681; color: white; padding: 5px;">Art</h2>	
<p><i>Use drawing and painting skills to add illustrations to saga.</i></p>	
<p>Art Objectives</p> <ul style="list-style-type: none"> • Create sketchbooks to record and revisit observations • In painting, use white to make tints and black to make shades • In painting, use a colour wheel • Use and apply art and design techniques and improve control and use of materials • Use range of artistic vocabulary to discuss and evaluate work 	<p>Art Learning Sequence</p> <ul style="list-style-type: none"> • Observe different depictions of Viking sagas and the main characters of gods and goddesses and discuss findings – appearance, features etc. • Capture observations in a sketch book • Choose an image to recreate using pencil and paint and capture design in sketchbook • Explore the application of white and black paint to create tints and tones and record in sketchbooks • Using observational skills and mixing of paint, recreate chosen image
<h2 style="background-color: #4b3681; color: white; padding: 5px;">D&T</h2>	
<p><i>Research features of, design and create a Viking longboat.</i></p>	
<p>D&T Objectives</p> <ul style="list-style-type: none"> • Select from and use a wide range of tools, equipment, materials and components accurately • Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work • Communicate ideas using different strategies • Use research to inform design • Take risks to become innovative and resourceful 	<p>D&T Learning Sequence</p> <ul style="list-style-type: none"> • Compare different types of Viking boats eg warship (langskip) and merchant ship (knorr) • Record the differences/similarities (eg streamlined structure, length of ship, size of sail, number of oars) • Provide the challenge of creating the fastest Viking longship • Create design criteria for longship with focus on speed/streamlined • Use different materials to create the longship (wood, dowel, card etc.) • Test the different boats (adapting as necessary) and record findings

- Evaluate materials used that were most successful and explain why

Computing

Children will be taught about E-safety in the context of using online sources.

Computing Objectives

- Use technology safely, respectfully and responsibly
- Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact

Computing Learning Sequence

- Recap on which devices children use and what they use them for
- Discuss what makes a secure password and why they are important
- Explore different ways of protecting personal information when doing different things online
- Model how to use the safety features of websites and how to report concerns to an adult and create flowchart to record this information
- Create a list of E-Safety rules, including age-appropriate websites, length of time online, adult permission etc.
- Whole class discussion on how long a sensible period to spend online is. Discuss pros and cons for this (eg information sharing, communicating, mental wellbeing). Use Venn diagram to record this