

# Archbishop Hutton's V.C. Primary School

## Medium Term Curriculum Planning Overview

<b>Theme:</b> <b>Is it an Insect?</b>		<b>Term: Spring 2</b> <b>Year: 2024</b>	<b>Year Groups:</b> <b>Three &amp; four</b>
<b>Starting Stimulus</b> <b>Grouping photos of different animals</b>		<b>Visitors and Visits</b> <b>Leighton Moss RSPB reserve</b>	<b>Final Outcomes</b> <b>Class Information Booklet about animals</b>
<b>Subjects</b>	<b>Skills</b>		
<b>MAIN DRIVER</b>  <u>Science</u>	<p><b><u>Key Knowledge</u></b></p> <p>How can I group living things?</p> <p>What are vertebrates and what is the same and different about each one?</p> <p>How do I use a key to classify invertebrates?</p> <p>How can I create different ways of showing living things?</p> <p>How does my local environment help and hinder living things?</p> <p>How and why do animals become endangered?</p> <p><b><u>Procedural Knowledge:</u></b></p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use a classification key to group, identify and name a variety of living things. (plants, vertebrates, invertebrates),</p> <p>Compare the classification of common plants and animals to living things found in other places (under the sea, prehistoric),</p> <p>Recognise that environments can change, and this can sometimes pose a danger to living things.</p> <p>Give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment.</p> <p>Explore the work of pioneers in classification (e.g., Carl Linnaeus).</p> <p>Name and group a variety of living things based on feeding patterns? (Producer, consumer, predator, prey, herbivore, carnivore, omnivore).</p> <p>Measure using different equipment and units of measure.</p> <p>Record their observations in different ways? (Labelled diagrams, charts etc.).</p> <p>Describe what they have found using scientific language.</p> <p>Make accurate measurements using standard units.</p>		

	<p>Use different ideas and suggest how to find something out.</p> <p>Make and record a prediction before testing.</p>
<p><b><u>Design Technology</u></b></p> <p><b>Pneumatic Toys</b></p> <p><b>Kapow</b></p> <p><b>Year 3</b></p>	<p><b><u>Key skills:</u></b></p> <p><b><u>Design</u></b></p> <p>Designing a toy which uses a pneumatic system.          Developing design criteria from a design brief.          Generating ideas using thumbnail sketches and exploded diagrams.          Learning that diverse types of drawings are used in design to explain ideas clearly.</p> <p><b><u>Make</u></b></p> <p>Creating a pneumatic system to create a desired motion.          Building secure housing for a pneumatic system.          Using syringes and balloons to create diverse types of pneumatic systems to make a functional and appealing pneumatic toy.          Selecting materials due to their functional and aesthetic characteristics.          Manipulating materials to create different effects by cutting, creasing, folding, and weaving.</p> <p><b><u>Evaluate</u></b></p> <p>Using the views of others to improve designs.          Testing and modifying the outcome, suggesting improvements.          Understanding the purpose of exploded diagrams through the eyes of a designer and their client.</p>
<p><b><u>Computing</u></b></p> <p><b>i-learn 2.</b></p> <p><b>Year 3</b></p> <p><b>Infographics</b></p> <p><b>Branching databases</b></p>	<p><b><u>Infographics Key Knowledge:</u></b></p> <p>To understand what an infographic is and why we use them.          To search for and add suitable graphic elements.          To add and format suitable titles and text.          To label a graphic using arrows.</p> <p><b><u>Branch Databases Key Knowledge:</u></b></p> <p>To know how to add and label objects.          To know how to ask questions to sort (classify) objects.</p>
<p><b><u>Spanish</u></b></p> <p><b>Kapow</b></p>	<p><b><u>Key Knowledge:</u></b></p> <p>To match spoken classroom instructions with a corresponding symbol; respond to most classroom instructions with an action.          To name the seven classroom items in Spanish, usually remembering which article, <b>un</b> or <b>una</b>, is</p>

<p><b>Year 3</b></p> <p><b>Classroom Objects &amp; Instructions</b></p>	<p>needed; sort classroom items into two groups of either masculine or feminine and understand how we might identify the gender of each noun.</p> <p>To speak in short sentences, starting with <b>Tengo</b> and including a plural noun phrase by choosing a number in Spanish to quantify and adding an 's' at the end of the noun.</p> <p>To answer a question in Spanish using the negative, <b>No tengo...</b> – I do not have..., followed by a classroom item.</p> <p>To read and understand short sentences in Spanish, including conjunctions, to match the labels with each rucksack picture with reasonable levels of success.</p> <p>To write a short paragraph to describe what they have in a rucksack, which meets most of the success criteria.</p> <p><b>Vocabulary:</b> una regla, una goma, una botella de agua, un lápiz, un bolígrafo, un cuaderno</p> <p><b>un estuche, tengo, no tengo, ¿Tienes...?, ¿Qué tienes...?, en mi mochila, y, pero</b></p>
<p><b><u>P.E.</u></b></p> <p><b>Swimming</b></p> <p><b>Striking &amp; Fielding</b></p>	<p><b><u>Swimming</u></b></p> <p><b><u>National Curriculum</u></b></p> <p><b><u>Swimming and water safety</u></b></p> <p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently, and proficiently over a distance of at least twenty-five meters</li> <li>• use a range of strokes effectively, (for example front crawl, backstroke, and breaststroke)</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul> <p><b><u>Striking and Fielding</u></b></p> <p>Demonstrate an underarm throw with accuracy</p> <p>Demonstrate how to throw a ball underarm with some accuracy</p> <p>To strike a ball from a tee to a drop feed</p> <p>To catch a ball in striking and fielding games</p> <p>To apply tactics in a striking and fielding game</p> <p>To evaluate their own and peers performance based on the success criteria.</p>
<p><b><u>P.S.H.E.</u></b></p> <p><b>Keeping &amp; Staying</b></p> <p><b>Year 4-6</b></p>	<p><b><u>Key Knowledge:</u></b></p> <p>Mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>It is important to build regular exercise into daily and weekly routine, for example: walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>A lack of sleep can affect weight, mood and ability to learn.</p> <p><b><u>Procedural Knowledge:</u></b></p>

	<p>To explain what is meant by a balanced diet and plan a balanced meal.</p> <p>To recognise how much sugar, salt and saturated fat in our food can affect us now and when we are older.</p> <p>To understand nutritional information on packaged food and explain what it means.</p> <p>To describe different way to maintain a healthy lifestyle.</p> <p><b>Vocabulary: calorie, protein, carbohydrates, food chart, mind map, vital organs, saturated fat, blood pressure, balanced diet, lifestyle</b></p>
<p><b><u>RE</u></b></p> <p><b>Jesus</b></p> <p><b>Year 3</b></p>	<p><b>Key Question: Who should we follow?</b></p> <p><b>Focus Question: What does it mean to be a disciple of Jesus?</b></p> <p>Who should I decide to follow and Why?</p> <p>Would I make a good leader?</p> <p>How can I make a difference?</p> <p>What motivates people to make a difference?</p> <p>Are there shared human values that should affect the way we treat others?</p> <p>What qualities should we look for in a good leader?</p> <p>What do we mean by 'charisma'?</p> <p>How might Christian follow the teachings and example of Jesus today?</p> <p>What does it mean to be a follower of Jesus?</p> <p>What did the disciples decide to follow Jesus?</p>
<p><b><u>Music</u></b></p> <p><b>Kapow</b></p> <p><b>Year 4</b></p> <p><b>Haiku music &amp; performance</b></p>	<p><b><u>Key Knowledge:</u></b></p> <p>To suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.</p> <p>To recognise, name and describe the effect of the interrelated dimensions of music.</p> <p>To select instruments and sounds which match their vocabulary.</p> <p>To work as a group to create a piece of music.</p> <p>To perform a piece of music as part of a group.</p> <p><b>Vocabulary: Hanami, cherry blossom, pitch, sound, glissando, pizzicato, composer, composition, Col legno, Haiku, syllables, melody, dynamics, tempo</b></p>

