Archbishop Hutton's V.C. Primary School

Medium Term Curriculum Planning Overview

Theme: Why do I have a shadow?	Term: Autumn Two Year: 2025	Year Groups: Three & four
Starting Stimulus To investigate lot of different light sources.	**Visitors and Visits** Visit to the Theatre	**Final Outcomes** To make a puppet show using shadow.

MAIN DRIVER Science LIGHT Y3	**Key Knowledge:** • A light source is something that makes its own light. • We see objects because our eyes can sense light. • We need light in order to see things. • Burning light sources include the Sun, flames from a fire and stars. • Light is reflected off surfaces into our eyes. • Dark is the absence of light • Shadows are formed when a light source is blocked by a solid object. • The size of the shadow depends on the position of the source, object and surface. • If the light source and object move closer to each other the shadow will become larger. • We must never look directly at the Sun as the light produced is very bright and can be harmful to our eyes. This is why we wear sunglasses. • Electric lights include lamps, car headlights and street light. **Procedural Knowledge** • Explore what a light source is. • Explore which materials are the most reflective and would be good to keep us safe while outside in the dark. • What type of material would be good to protect our eyes from the sun? • How can you change the size and shape of shadows by using the same object?

	• **Explain why different objects are more or less visible in different lighting and for different surfaces.** • **Explain how shadows vary as the distance between a light source and an object is changed.** **Vocabulary: angle, bright, dark, dim, emits, light, mirror, opaque, reflects, reflective, shadows, source, sunglasses, surface, torches, translucent, transparent.**
DT **Y4** **Kapow** **Torches** **Electrical structures:**	**Key Skills:** • **Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.** • **Making a torch with a working electrical circuit and switch.** • **Using appropriate equipment to cut and attach materials.** • **Assembling a torch according to the design and success criteria.** • **Evaluating electrical products.** • **Testing and evaluating the success of a final product.** **Key Knowledge:** **To understand that electrical conductors are materials which electricity can pass through.** **To understand that electrical insulators are materials which electricity cannot pass through.** **To know that a battery contains stored electricity that can be used to power products.** **To know that an electrical circuit must be complete for electricity to flow.** **To know that a switch can be used to complete and break an electrical circuit.** **Vocabulary: battery, bulb, buzzer, conductor, circuit, circuit diagram, electricity, insulator, series circuit, switch, component, design, design criteria, diagram, evaluation, LED, model, shape, target audience, input, recyclable, theme, aesthetics, assemble, equipment, ingredients, packaging, properties, sketch, test**
Music Rock and Roll **Kapow** **Y4**	**Key Skills:** **Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.** • **Identifying common features between different genres, styles and traditions of music.** • **Recognising, naming and explaining the effect of the interrelated dimensions of music.** • **Using musical vocabulary to discuss the purpose of a piece of music.**

- **Using musical vocabulary when discussing improvements to their own and others' work.**
- **Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.**
- **Singing and playing in time with peers with accuracy and awareness of their part in the group performance.**
- **Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.**

Key Knowledge:

To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.
To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.
To know that playing in time means all performers playing together at the same speed.
To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.

Vocabulary: rock and roll, hand jive, 1950's, tempo, dynamic, notation, style

MFL **Spanish** **Dates** **Numbers** **13-31** **Y4** **Kapow**	**Key Skills:** • **Listening and responding to single words and short phrases.** • **Asking and/or answering simple questions.** • **Beginning to understand and notice cognates.** • **Using visual clues to make predictions about the meaning of unfamiliar vocabulary.** • **Recognising that sounds and spelling patterns can be different from English.** • **Recognising similarities and differences between customs and traditions in Spain and the UK.** **Key Knowledge:** • Identify and say the numbers 13 to 31. • Identify and say the months of the year. • Recognise and answer the question, **¿Qué mes es?** – What month is it? • Identify and say dates. • Ask and answer the question, **¿Cuándo es tu cumpleaños?** – When is your birthday? • Identify key information on a calendar. • Recognise and answer the question, **¿Cuándo es el día de …?** When is … day? by giving the day and date of a particular event.

	• Understand the gist of short texts by recognising familiar words and cognates. • Listen to a short audio passage and identify key information. • Complete a birthday invitation using familiar phrases. **Vocabulary:** Enero, febrero, marzo, abril, mayo, junio, julio, Agosto, septiembre, octubre, noviembre, diciembre, ¿Cuándo?, cumpleaño
P.E. **Dance** **Y3/4** **Rock & Roll** **Tag & Target**	**Developing Skills:** **To be able to name different forms of rock and where they may be found in real-life** **To demonstrate shapes as a team using their bodies in ionteresting ways.** **To be able to name the layers of the earth and describe their qualities through words and movements.** **To be able to demonstrate unique movement ideas** **To sequence movement together in a structure** **To create effective travelling movements** **To use stillness in their movement** **To create a rhythmic circle dance to perform in unison** **Character Development: Co-operation** **Create a short sequence, sharing their ideas and taking on board ideas of others** **Contribute work together to create a whole class circle dance** **To work on their own. Listening to feedback from others to improve their performance** **To work in unison** **Vocabulary: agility, balance, coordination, precision, motif, theme-related, actions creatively, transforming, combining, formations, travelling, directions, levels, pathways, translating, meaningful, movements, partner work, group work, communication, effective, evaluation, constructive, ideas, listening, sharing, improving, performance.** **Developing Skills:** **Demonstrate rolling a ball to a target with accuracy.** **Perform dodging skills which is smooth and coordinated.** **Perform an overarm throw with accuracy.** **Use a non-dominant hand to perform underhand throwing and rolling to a target.** **Character Development:**

	Be cooperative by listening to other people in the team. Evaluate their work and suggest improvements. Work cooperatively by sharing ideas with a group. To evaluate a game cooperatively **Application Skills:** Be aware of space when playing tag rugby. Be balanced at all times ready to move in any direction. Know that control and accuracy is important when playing a target game. Create and evaluate a target game. **Vocabulary:** Defending Attacking Travel Bouncing Control Possession Co-ordination Co-operation Scoring Space Pass Team Points Goals Rules Tactics Striking Pitch Health and fitness – warm up/ cool down/ heart rate
P.S.H.E. **Keeping** **Staying Safe**	**Key Skills:** • To know ways to keep yourself and others safe be able to recognise risky situations • To be able to identify trusted adults around you • To understand the differences between safe and risky choices • • To be able to recognise a range of warning signs • be able to spot the dangers we may find at home • To know the importance of listening to our trusted adults • To be able to understand ways we can keep ourselves and others safe at home • To know the differences between safe and risky choices • To know the reasons to make sure your laces are tied • To learn how to tie up laces properly • To know rules to keep yourself and others safe • To understand the differences between safe and risky choices • To understand what I need to keep safe from • To be able to recognise what may put me or others at risk

	• To understand why it is important to stay safe when crossing the road • To be able to recognise a range of safe places to cross the road • To understand the differences between safe and risky choices • To know different ways to help us stay safe • To be able to name ways you can improve in an activity or sport • To understand the importance of trying hard and not giving up • To be able to see the benefits of practising an activity or sport • To be able to learn ways to set goals and work to reach them • To know how you can help other people • To be able to recognise kind and thoughtful behaviours and actions • To understand the risks of talking to people you don't know very well in the community • To be able to identify the differences between being responsible and being irresponsible **Vocabulary:** PCSO, appliance, dangerous, chemicals, warning signs, pressured, permission, laces, buckle, Velcro, accident, rules, unsafe, community, discuss, choice, pedestrian, zebra crossing, pelican crossing, puffin crossing, toucan crossing, avoid, situation, risk, safe, imaginary, abilities, thoughtful, qualities, manners, courteous, appropriately, self-respect, improve.
Computing **Y3** **i-learn2** **Programming in Scratch**	**Key Skills:** • Scratch is a piece of software that helps us program games, quizzes, drawings and much more. • It uses code blocks that are different colours with different uses to piece together like a jigsaw to program an object (sprite) to move and interact. • Scratch helps us take a big complex task, such as programming a character to draw a square, and break it up into smaller parts (decompose) to make is easier to understand.

Y3 **Document Editing and Creation**	**Key Knowledge:** Know that code blocks in Scratch are different colours to help you find the blocks you need. Know that code blocks can be used to draw shapes by programming a pen trail and movements. -Know that a repetition can be used to a make a program simpler. Know how to program an input, such as keyboard arrow keys to make a sprite move. Know how to find errors in a program and correct them. Vocabulary: sprite, stage, sequence, debug, loops or repetition, inputs **Key Skills:** • A word processor is a piece of software on a computer that can used to create a text document (writing). • If you write a story or a letter in your exercise book and want to type it on a computer then a word processor is what to use. • There are various word processors on different types of computers, such as Microsoft Word, Google Docs and Apple Pages. • The software makes it quick to create and edit text because we can use tools such as copy & paste, find and replace words and also insert images. **Key Knowledge:** Understand how word processing. Know how to copy and paste text and images. Know how to find and replace words. Know how to format text for a purpose. Know how to edit images inside documents. Know how to add bullet points to make lists. Know how experiment with keyboard shortcuts. **Vocabulary:** word processor, find and replace, format, text wrapping, bullet points, keyboard shortcuts

R.E. Y3 Islam	**Key Question:** Who should we follow? **Focus Question:** Who has the X factor? **Key Skills:** - **To show awareness of similarities in religion** - **Identify how religion is expressed in different ways** - **Identify what influences them** - **Recognise their own and others values.** - **Ask important questions about religion and beliefs and find out answers.** **Key Knowledge:** **What special qualities do I have and what could I do with them?** **Which famous person do we look up to?** **Should I agree with everything a role model says?** **What makes people stand out from the crowd?** **What qualities do we think are good in a famous person?** **Am I capable of judging whether someone is special?** **Who is my role model?** **How do I show they are special?**