

Archbishop Hutton's V.C. Primary School

Medium Term Curriculum Planning Overview

Theme: Morecambe What is it like to live by the seaside?		Term: Autumn One Year: 2023	Year Groups: Three & four
Starting Stimulus Showing pictures old & new of Morecambe		Visitors and Visits/ Experiences and Events Visit to Morecambe on the train, visit beach and parks.	
Subjects	Knowledge		
MAIN DRIVER Geography	<p><u>Key Knowledge:</u> Know where Morecambe, Carnforth and Warton are on a map of the UK. Morecambe is in Lancashire and we can travel there by bus, car or train from Carnforth. Morecambe is a coastal town at the mouth of the Leven, Kent, Keer, Lune and Wyre. Morecambe is famous for shrimps and cockles which are sold all over the UK. Morecambe was a thriving seaside resort in the mid-20th century. One of Morecambe's most famous landmarks is a statue one of Eric Morecambe.</p> <p><u>Procedural Knowledge:</u> Geographical Enquiry:</p> <ul style="list-style-type: none">• use correct geographical words to describe a place and the things that happen there.• identify key features of a locality by using a map.• begin to use a 4-figure grid references.• accurately plot NSEW on a map?• use some basic OS map symbols?• conduct a survey to discover features of cities and villages.• label the features of a locality on an aerial photograph and on a map.• plan a journey to a place in England.• accurately measure and collect information.		

Physical Geography:

- use maps and atlases appropriately by using contents and indexes.
- describe physical features in a locality.
- recognise the eight points of the compass (N, NW, W, S, SW, SE, E, NE)
- explain how a locality has changed over time with reference to physical features.
- explain the key features of a coastal area.

Human Geography:

- confidently describe human features in a locality – such as homes, workplaces, schools, and entertainment
- explain why a locality has certain human features.
- explain why a place is like it is.
- explain why people are attracted to live in cities or towns.
- explain why people may choose to live in a village rather than a city or town.
- explain how a locality has changed over time with reference to human features.
- suggest diverse ways that a locality could be changed and improved.

Geographical Knowledge:

- know the difference between the British Isles, Great Britain, and UK
- name up to six cities in the UK and locate them on a map.

Key Vocabulary: coastal, county, Lancashire, landscape, population, rural, town, urban, village, tourism, human, change, future, measure, impact

<p>ART</p> <p>Focus: Sculpture</p> <p>Visual Element: form</p>	<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • I know how to understand the capabilities of some materials when designing my own work. • I know how to develop artistic language when discussing sculpture such as using the term form to discuss a 3D sculptural object. • I know how to discuss and learn about the work of sculptors and identify the materials used. • I know how to use a range of adhesives appropriately for the task required. <p>Key Vocabulary: Coil, harden, sculpt, mould, construct, embellish, display, slip, cylinder</p>
<p>Music</p> <p>Y4 Body & tuned percussion (rainforests)</p> <p>Musical style: Body percussion</p>	<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. • To know that combining different instruments and different rhythms when we compose can create layers of sound we call ‘texture’. • To know that a ‘loop’ in music is a repeated melody or rhythm. • To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Recognising, naming, and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece 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. • Composing a coherent piece of music in each style with voices, bodies, and instruments. • Developing melodies using rhythmic variation, transposition, inversion, and looping • Creating a piece of music with at least four different layers and a clear structure • Suggesting improvements to others work, using musical vocabulary. • Composing a coherent piece of music in each style with voices, bodies, and instruments. • Beginning to improvise musically within a given style. <p>Key Vocabulary: pitter, raindrop, clicking, tempo, boom, structure, patter, clapping, body percussion, rhythm, snap, texture, contrast, lower, loop, pitch, texture, higher, compose, melody, inspiration, keyboard.</p>

<p>MFL</p> <p>Spanish</p> <p>LKS2</p> <p>Greetings with puppets</p>	<p><u>Key Knowledge:</u></p> <p><i>Phonics</i></p> <p>To become familiar with the key phonemes that are represented by the following letters: a, o, i.</p> <p><i>Grammar</i></p> <p>To know vocabulary for different greetings, introductions, and feelings.</p> <p><i>Cultural awareness</i></p> <p>To know that in Spanish there are formal and informal greetings.</p> <p><u>Procedural Knowledge:</u></p> <p><i>Language comprehension</i></p> <p>Listening and responding to single words and short phrases.</p> <p>Recognising some familiar Spanish words in written forms.</p> <p><i>Language production</i></p> <p>Using short phrases to give information.</p> <p>Recognise and repeat phrases from familiar rhymes and songs.</p> <p>Listening and repeating key phonemes with care.</p> <p>Practicing speaking with a partner.</p> <p><i>Cultural awareness</i></p> <p>Recognising similarities and differences between customs and traditions in Spain and the UK.</p> <p>Key Vocabulary: ¡Hola!, Buenos días, Buenas tardes, Buenas noches, Adiós, ¿Cómo te llamas?, Me llamo, ¿Qué tal?, (muy) bien, (muy) mal, fantástico, ¿Y tú?, Sí, No</p>
<p>P.E.</p>	<p><u>Creative games Tag and Target</u></p> <p>To perform the fundamental skill of dodging.</p> <p>To perform the fundamental skill of dodging in a tag game.</p> <p>To demonstrate aiming skills using the FMS of throwing and rolling a ball.</p> <p>To demonstrate aiming skills using the FMS of throwing and rolling a ball into a target game.</p> <p>To send an object in a target game with accuracy.</p> <p>To send an object in a target game with accuracy.</p>

<p>P.E.</p>	<p><u>Rugby</u> To demonstrate passing a ball using a swing pass. To move into space after using a swing pass in a game. <u>To demonstrate passing a ball using a swing pass.</u> To perform a feint when passing to outwit a defender. To perform a swing pass and bounce pass in a game. To apply a feint when passing to outwit a defender. To perform a pass in an invasion game using a swing pass To apply a simple tactic to outwit a defender. To perform a pass in an invasion game using a swing pass. To apply a simple tactic to outwit a defender.</p>
<p>P.S.H.E.</p> <p>Being Responsible</p> <p>Stealing</p>	<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • The characteristics of a friendship include mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • It is important to recognise when a friendship is making you feel unhappy or uncomfortable. • It is important to give and seek permission in relationships with friends, peers, and adults. <p>Key Vocabulary: borrowing, stealing, consequence, irresponsible, responsible</p>
<p>I.C.T.</p> <p>Y3</p> <p>Comic Creation</p>	<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • Know the advantages of creating comics digitally (e.g., speed of production) • Know the various aspects of a comic, scenes, backgrounds, characters, narration, speech bubbles and stickers. • Know how to add, resize, and organise colour or picture backgrounds. • Know how to add, resize, organise characters/objects to different panels. • Know how to add narration using text and direct speech using speech bubbles. <p>Key vocabulary: panel, narration, stickers, scale, arrange, flip</p>

<p>R.E.</p> <p>Y3</p> <p>Islam</p>	<p>Key Question: Who should we follow?</p> <p>Focus Question: Why is the Prophet Muhammad an example for Muslims?</p> <p>What special qualities do I have and what could I do with them?</p> <p>Which famous person do we look up to? Why?</p> <p>What makes people stand out from the crowd?</p> <p>Who is my role model? Why?</p> <p>What difference could I make to the world?</p> <p>How do I show they are special?</p>
---	--