

Archbishop Hutton's V.C. Primary School

Medium Term Curriculum Planning Overview

Theme: Is it an Insect?	Term: Spring 2 Year: 2026	Year Groups: Three & four
Starting Stimulus Grouping photos of different animals	Visitors and Visits Blackpool Zoo	Final Outcomes Class Information Booklet about animals
Subjects	Skills	
MAIN DRIVER <u>Science</u>	<p><u>Key Knowledge</u> How can I group living things? What are vertebrates and what is the same and different about each one? How do I use a key to classify invertebrates? How can I create different ways of showing living things? How does my local environment help and hinder living things? How and why do animals become endangered?</p> <p><u>Procedural Knowledge:</u> Recognise that living things can be grouped in a variety of ways. Explore and use a classification key to group, identify and name a variety of living things. (plants, vertebrates, invertebrates), Compare the classification of common plants and animals to living things found in other places (under the sea, prehistoric), Recognise that environments can change, and this can sometimes pose a danger to living things. Give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment. Explore the work of pioneers in classification (e.g., Carl Linnaeus). Name and group a variety of living things based on feeding patterns? (Producer, consumer, predator, prey, herbivore, carnivore, omnivore). Measure using different equipment and units of measure. Record their observations in different ways? (Labelled diagrams, charts etc.). Describe what they have found using scientific language. 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><u>Design Technology</u></p> <p>Pneumatic Toys</p> <p>Kapow</p> <p>Year 3</p>	<p><u>Key skills:</u></p> <p><u>Design</u></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><u>Make</u></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><u>Evaluate</u></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><u>Computing</u></p> <p>i-learn 2.</p> <p>Year 3</p> <p>Infographics</p> <p>Branching databases</p>	<p><u>Infographics Key Knowledge:</u></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><u>Branch Databases Key Knowledge:</u></p> <p>To know how to add and label objects. To know how to ask questions to sort (classify) objects.</p>
<p><u>Spanish</u></p> <p>Kapow</p>	<p><u>Key Knowledge:</u></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, un or una, is</p>

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