

Longford Primary Academy

Curriculum planning



		Spring 1	Spring 2
YEAR 3	Theme(s)	Wonderful Earth?	The Romans
	WOW Ideas	Delivery of Book- lots of packaging. Video clip of	Roman Day with feast
	Possible enrichment opportunities	Sea life centre visit Playground visit (off Carlisle Road)	Wroxeter Visit
	English links & texts	Wonderful Earth, Flotsam	Various versions of myths and legends
	Maths links	Methods of multiplication and division. Money Statistics	Length and perimeter Fractions
	Topic Objectives Half Term 1	<p>Geog</p> <ul style="list-style-type: none"> collect, analyse and communicate with a range of data gathered through experiences of local fieldwork that deepen their understanding of geographical processes. locate the world's countries, concentrating on their environmental regions, key physical and human characteristics. physical geography, including: climate zones, rivers, mountains. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe how locations around the world are changing and explain some of the reasons for change. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Art</p> <ul style="list-style-type: none"> to use sketch books to record their observations and use them to review and revisit ideas. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists and designers in history. 	<p>History</p> <ul style="list-style-type: none"> To learn about the Roman Empire and its impact on Britain To begin to use dates to place event, artefacts and historical figures on a timeline and to understand the concept of change over time. To communicate information about the past using historical vocabulary. To compare differing accounts of historical events. To begin to suggest causes and consequences of some events and changes. To use given evidence to ask and answer questions about the past. To use more than one source of evidence. <p>Art</p> <ul style="list-style-type: none"> to use sketch books to record their observations and use them to review and revisit ideas. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>DT</p> <p><u>Design</u> use research and develop design criteria to inform the design of functional products generate, develop, model and communicate their ideas through discussion, annotated sketches, and exploded diagrams, prototypes,</p> <p><u>Make</u> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, according to their functional properties</p> <p><u>Evaluate</u> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>



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Science Objectives	Children learn that animals including humans need the right types and amounts of nutrition to thrive and grow, and that eating the wrong types and amounts can lead to health problems. They will identify that we cannot make our own food and that we need to eat a varied diet including meat and fish, beans and lentils, fats, starchy foods, fruit and vegetables. They will construct a balanced food plate and describe what happens if we don't eat a balanced diet. Children will identify that animals have different dietary requirements and some foods that humans eat may be poisonous to animals. They will also explain the role of the muscles and skeleton and describe what would happen if we didn't have a skeleton.	Children will observe how forces make toy cars move and slow down. They will use catapults to investigate the force needed to move toy cars on different surfaces. They will observe how balls move on different surfaces and recognise that a rolling ball will travel further on a smoother surface. They will have the opportunity to identify which materials are magnetic and which are not. They will have described how magnets have two poles that cause a magnet to repel or attract another magnet depending on which poles are facing each other.
Working Scientifically Objectives	Children will identify similarities and differences between themselves and other children, and look for patterns between physical attributes and ability to perform tasks. They will work in groups to raise a question to investigate e.g. can children with longer legs jump further? They will carry out pattern-seeking investigations, take results and construct scatter graphs. They will use evidence to answer questions and draw simple conclusions.	Working scientifically, children will investigate how toys can be grouped according to how they move. They carry out a simple investigation into the way an elastic band catapult can move a toy car. They investigate the effect of different surfaces on the movement of a sliding coin. They will classify materials that are magnetic and not magnetic. Children will also be able to carry out an investigation to identify the strength of different magnets.
Computing objectives	<ul style="list-style-type: none"> • identify the five main parts of letter/email writing. • compare and contrast the format of letter writing to that of writing emails. • recognise the importance of tone in both face-to-face and online communications. • understand the functions of passwords. • identify strategies for creating and protecting secure passwords. 	<ul style="list-style-type: none"> • Be able to plan and give a linear (non-branching) sequence of instructions to control a screen turtle. • Design, write and debug programs that accomplish specific goals. • Write short sequences to produce particular shapes on screen.
MFL	<p>Spanish</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability • to understand new words that are introduced into familiar written material, including through using a dictionary 	
RE	<p>The Beginning of the World</p> <p>Learners should be able to identify stories from faith traditions about the beginning of the world and explain why they are still important to faith communities today</p> <p>Learners should be able to identify beliefs contained in stories from faith traditions and show how believers might use these to explore other difficult questions or ethical decision</p>	<p>Sharing food in Religious Festivals</p> <p>Learners should be able to describe features of religious traditions, identify similarities and differences and explain why believers might commit to carrying on these practices</p> <p>Learners should be able to identify important beliefs expressed through traditions and explain how these might strengthen the faith of individuals and communities.</p> <p>Learners should be able to identify traditions that are important to them and explain what this says about their identity and values</p>
PE	Tri golf Gymnastics	Orienteering Dance
Possible outcomes	Wonderful Earth exhibition	Trebuchet building challenge with parents/grandparents. Letters to Cannock Chase Council Persuasive video for council