

Longford Primary Academy

Curriculum planning

| | | Summer 1 | Summer 2 |
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| YEAR 3 | Theme(s) | The Power of Yet | The Romans |
| | WOW Ideas | Austin's butterfly The dot lesson | Roman Day with feast |
| | Possible enrichment opportunities | Go Noodle mindset activities | Wroxeter Visit |
| | English links & texts | Adrift video Haikus, kennings, tankas, limericks (forms of poetry) | Various versions of myths and legends |
| | Maths links | Fractions | Time, properties of shape, mass and capacity |
| | Topic Objectives Half Term 1 | <p>PSHE</p> <p>To understand the differences between a growth and a fixed mindset.</p> <p>To identify barriers to learning and how these can be overcome.</p> <p>To learn that mistakes are an important part of learning.</p> <p>To learn the language associated with growth and fixed mindsets.</p> <p>To learn about the effects of stereotypes.</p> <p>To identify the journeys of inspirational people.</p> <p>To recognise how different people respond to challenge and failure.</p> <p>Art</p> <p>To explore and experiment with pattern, line, colour and tone in drawing.</p> <p>To enhance digital photographs using computer software.</p> | <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 | <p>Explore the differences between light sources and light reflectors.</p> <p>Describe how shadows are formed and explore the relationship between light, objects and the formation of shadows.</p> <p>Use the scientific terms opaque, translucent and transparent to describe these materials.</p> <p>Understand the possible dangers to health that the Sun, as a strong source of light, holds for them and others.</p> | <p>Children will observe how forces make toy cars move and slow down.</p> <p>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.</p> <p>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.</p> |
| Working Scientifically Objectives | <p>Set up simple comparative and fair tests to compare materials.</p> <p>Make systematic and careful observations of shadows.</p> <p>Make careful observations and measurements of shadows and record and report on their findings.</p> <p>Look for patterns in the way that the sizes of shadows change.</p> | <p>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.</p> |
| Computing objectives | <p>Use presentation tools to present and share results and findings from scientific investigations.</p> <p>Understand how editing software can change and enhance photographs.</p> | <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>Italian</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>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</p> | |
| 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> | |
| PE | <p>Swimming</p> <p>Athletics</p> | <p>Swimming</p> <p>Striking and fielding games (rounders and cricket)</p> |
| Possible outcomes | <p>Shadow puppet play</p> | <p>Trebuchet building challenge with parents/grandparents.</p> <p>Letters to Cannock Chase Council</p> <p>Persuasive video for council</p> |