



Longford Primary Academy
Curriculum planning – knowledge, skills & objectives
Creative, Caring & Confident

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
YEAR 3/4	Theme(s)	Dragons and Crumbling Castles	Ssshhhh... Listen Up	Jingle All the Way	Sparks will Fly	Friends of the Earth	Crazy Contraptions	Fitter and Faster/Olympics
	Enrichment opportunities	Time zones Birmingham Museum-Staffordshire hoard Museum with artefacts to show parents	Poetry book, class art gallery	Christmas Film Theatre Trip	Information book about electricity	Museum of Cannock Chase Forestry Commission Visit Large scale art project Creating painters Grow veg to sell	Thinktank Showcase project for parents	Leisure centre/Athletics stadium Olympic afternoon
	English links & texts	How to train your Dragon Beowulf Viking Boy Arthur and the Golden Rope/Seeing Stone (Kevin Crossley-Holland) (Carried into Autumn 2) English- break your own news, newspaper reports Historical stories.	Song lyrics linked to poetry Babushka The Nutcracker Story Poetry book, art gallery	The Firework Maker's Daughter	Stig of the Dump- Clive King The Window	The Invention of Hugo Cabret Until I met Dudley Manual of Complete Cracking Contraptions Instructions, explanations, descriptive writing.	The fastest boy in the world The 100 mile an hour dog goes for gold	
	Maths links		Time and reading scales		Data handling Coordinates	Volume, time	Data handling	
	Science	Grouping living things* K: Recognise that living things can be grouped in a variety of ways. WS: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Sound K: Find patterns between the pitch of a sound and features of the object that produced it. WS: Setting up simple practical enquiries, comparative and fair tests. WS: Identifying differences, similarities or changes related to simple scientific ideas and processes.	Electricity K: Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. K: Recognise some common conductors and insulators, and associate metals with being good conductors. K: Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. WS: Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. WS: Using straightforward scientific evidence to answer questions or to support their findings.	Changes of state K: Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). WS: Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Dangers to living things K: Construct and interpret a variety of food chains, identifying producers, predators and prey. WS: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	Changes of state K: Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). WS: Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Human nutrition Digestion Teeth Food diaries K: Identify the different types of teeth in humans and their simple functions. WS: Identifying differences, similarities or changes related to simple scientific ideas and processes.	



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	Computing	<p>Digital Citizenship & Technology (ongoing)</p> <ul style="list-style-type: none"> CS4 - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts CS5 - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output IT 3 – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>We love Games</p> <ul style="list-style-type: none"> CS4 - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts CS5 - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output IT3 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>iPad-Sound meters</p>	<p>My First Program</p> <ul style="list-style-type: none"> CS4 - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts CS5 - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output IT 3 – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>We are Publishers</p> <ul style="list-style-type: none"> IT3 -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information DLS - Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Big Robots</p> <ul style="list-style-type: none"> CS4 - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts CS5 - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output CS6 - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs DLS - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Get Blogging</p> <ul style="list-style-type: none"> IT3 -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information DLS - Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
	History	<p>History Anglo-Saxons and Vikings Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. <i>Britain’s settlement by Anglo Saxons and Scots</i> <i>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>		<p>A local history study (Cannock) Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection</p>			



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				and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.		
Geography		Locate countries and cities within Europe (Including Russia)	Map work, describe and understand key aspects of physical geography (Earthquakes and volcanoes). Use maps, atlases, globes and digital mapping to locate countries and describe features studied.	Name and locate counties and cities of the UK- geographical reasons and identify human and physical characteristics to topographical features. Identify the position and significance of latitude, longitude, equator, northern and southern hemisphere and the tropics of Capricorn and cancer. Use 4-figure grid references. Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technology.		Name and locate counties and cities of the UK and in the world.
RE*	Explore religious stories and teachings about the environment and identify and reflect their impact on behaviour Environment: Harvest	Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked Landmarks in life How is Christmas celebrated around Europe? Festival of light Traditions	Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives Commitment: Lent	Research some key events in the development of a religious tradition and explain the impact on believers today Study of a chosen religion	Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice Thinking about God	Identify the main features and patterns of an act of worship and talk about the importance of worship for believers Features and patterns of worship
PE*	Dodgeball Netball	Football <u>Dance</u>	Gymnastics Tennis	Gymnastics Kwik cricket	Athletics Badminton	Ultimate frisby Orienteering
Art	Creating our own clay dragon eyes Weaving <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and 	Sound wave art <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques 	Firework art <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques 	Andy Goldsworthy <ul style="list-style-type: none"> To create 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, 	Eadweard Muybridge <ul style="list-style-type: none"> To create 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, 	Wire sculpture <ul style="list-style-type: none"> To create 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



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		<p>design techniques including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history 	<p>including drawing, painting.</p> <ul style="list-style-type: none"> To learn about great artists. 	<p>including drawing, painting</p> <ul style="list-style-type: none"> To learn about great artists. 	<p>painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To learn about great artists. 	<p>painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To learn about great artists and designers in history. 	<p>and sculpture with a range of materials</p> <ul style="list-style-type: none"> To learn about great artists.
	D&T	<p>Designing and creating a shield/ Castle</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and 	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>	<p>Design and make a game using circuits</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Develop, model and communicate their ideas through discussion, annotated sketches.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wider range of materials and components, including construction materials.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the</p>	<p>Understand seasonality and where/ how ingredients are grown.</p>	<p>Crazy contraptions, gears and pulleys. Understand how events and individuals have helped shape the world we live in.</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups develop, model and communicate their ideas through discussion, annotated sketches, prototypes Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. 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>	<p>Create a healthy lunch box Principles of healthy diet, preparing dishes using different techniques.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate,</p> <p>Develop, model and communicate their ideas through discussion, annotated sketches.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wider range of materials and components, including ingredients. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand and apply the principles of a healthy and varied diet.</p>



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		consider the views of others to improve their work.		views of others to improve their work.			
	Languages*	French (ongoing throughout year) Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes. Engage in conversations, ask and answer questions. Appreciate stories, poems and rhymes in another language. Describe people, places, things and actions orally.				French day - Food tasting - Dressing up - Create character - Learning French greeting - Virtual tour of Paris	French
	PSHE*	Being me in my world Understand who is in my school community. Understand how democracy works. Understand that my actions effect myself and others. To empathise with others.	Celebrating difference Understand what influences me to make assumptions about how people look. Know what to do if I think bullying is going on. Value ways in which I am unique.	Dreams and goals Explain some of my hopes and dreams. Know how to set new goals. Decide steps how to achieve a goals.	Healthy me Understand healthy friendships. Understand the effects of smoking and alcohol on health. Recognise when people are putting me under pressure and how to resist this.	Relationships Identify the web of relationships that I am part of. Explain different points of view on an animal rights issue. Taskmaster, challenges, barrier games	Changing me Recognise that some characteristics come from my birth parents. Understand that I am made from the joining of egg and sperm. Label internal and external parts of male and female bodies. Healthy mind, mindfulness, growth mindset

*stand alone unit – these skills will be taught independently of the topic/theme