

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 3 – SUMMER 1



Learn from yesterday, seek today and aim for tomorrow

September 2023

Science Driver: Plants

Key Enquiry: What makes plants grow and flourish?

Science Driver

Working scientifically	
<ul style="list-style-type: none"> • Use straightforward scientific evidence to answer questions or to support their findings. 	

What I need the children to learn	Possible learning experiences
Plants	
<i>Plant life</i> <i>Basic structure and functions</i>	
<ul style="list-style-type: none"> • Know the function of different parts of flowering plants and trees include stigma, stamen, ovule, anther, filament • Use straightforward scientific evidence to answer questions or to support their findings. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • Use straightforward scientific evidence to answer questions or to support their findings. 	<p><i>Dissect flowers into detailed parts –stigma, stamen, ovule, onto large poster and stick them down</i></p> <p><i>Describe function of each part</i></p> <p><i>Observe celery or carnations change colour with different food coloured water</i></p> <p><i>Introduce vocabulary – Xylem</i></p> <p><i>Make a plant life cycle</i></p> <p><i>Grow a plant/ flower to observe cycle</i></p>
<i>Life cycle</i> <i>Water transportation</i>	
<ul style="list-style-type: none"> • Know how water is transported within plants • Ask relevant questions and use different types of scientific enquiries to answer them. • Make systematic and careful observations • Record findings using simple scientific language like xylem and drawings. • Know the plant life cycle, especially the importance of flowers • include oral and written explanations, displays or presentations of results and conclusions 	

Science

What I need the children to learn	Possible learning experiences
Animals, including humans	
<i>Skeleton and muscles</i> <i>Nutrition</i> <i>Exercise and health</i>	
<ul style="list-style-type: none"> Know about the importance of a nutritious, balanced diet and that humans cannot make their own food BUT plants can include oral and written explanations, displays or presentations of results and conclusions Know how nutrients, water and oxygen are transported within animals and humans include oral and written explanations, displays or presentations of results and conclusions Know about the skeletal and muscular system of a human include oral and written explanations, displays or presentations of results and conclusions 	<p>Design a Summer picnic with the correct amount of each food groups – carbs, protein, veg/ fruit/ fats etc</p> <p>Identify bones in the body and know their names</p> <p>Paper/ straw skeleton on black paper and white paper</p> <p>Look at interesting facts</p> <p>Make a fact file</p> <p>How many bones? Longest bone? Shortest bone?</p>

Computing

What I need the children to learn	Possible learning experiences
Multimedia Sound and Motion – Networks Technology in our lives – Search Engines On-Line Safety	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</i></p> <p><i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p>	<p>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>
<p><u>iConnect unit – Digital Literacy</u></p> <p>Lesson 1: iConnect</p> <ul style="list-style-type: none"> To understand that the internet is many computers that are connected To understand that you can move around the web using hyperlinks 	<p>https://www.icompute-uk.com/members-area/lks2/index.html and select Year 3 and then iConnect unit</p>

<p>Lesson 2: iSurf</p> <ul style="list-style-type: none"> To use basic navigation skills to browse the world wide web <p>Lesson 3: iBrowse</p> <ul style="list-style-type: none"> To know the main features of web browsers <p>Lesson 4: iSearch</p> <ul style="list-style-type: none"> To understand how to find information using a search engine <p>Lesson 5: iCheck</p> <ul style="list-style-type: none"> To understand that not all information on the web is reliable To know the basic steps that can help distinguish safe and credible websites <p>Lesson 6: iHunt</p> <ul style="list-style-type: none"> To understand that copyright is an author's right of ownership and it is illegal to steal other people's material 	
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Digital Literacy - Knowledge Components

Working Towards

Meeting

Greater Depth

Year 3

Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge
Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...
<ul style="list-style-type: none"> there are lots of ways to move around websites and you can go back to websites you've visited before websites have their own address and it's called a URL you use a web browser to visit websites patterns are everywhere you can use computers to present information 	<ul style="list-style-type: none"> move around a website using hyperlinks and the back button type web addresses (URLs) into a web browser create bookmarks/favourites recognise patterns in everyday activities point out suitable information to present 	<ul style="list-style-type: none"> you need to be accurate when entering web addresses otherwise you can't visit it anyone can make a website and not all information on them are accurate you can make favourites or bookmarks for websites you visit regularly you can print web pages you can copy and paste images and text online to other applications 	<ul style="list-style-type: none"> find information by moving around a web page using hyperlinks and the back button confidently enter web addresses into a web browser question the reliability of information I found online create bookmarks/favourites and use them to access websites print web pages and copy and paste information into other applications 	<ul style="list-style-type: none"> people can communicate and collaborate online technology makes working together faster and easier online content can be searched I need to be careful when searching I need to check information is accurate and reliable 	<ul style="list-style-type: none"> use search technology to find things out double check information found online on one website against another carefully select information from a range of websites

Music

New published Music Scheme to arrive shortly but in the meantime please access <https://www.bbc.co.uk/teach/ks2-music/zfv96v4> for music ideas for Key Stage 2.

What I need the children to learn	Possible learning experiences
Unit 5 – Enjoying improvisation	
Listening and Appraise Music (Musicianship)	
<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	
<i>Develop an understanding of the history of music.</i>	
<ul style="list-style-type: none"> Identify some instruments you can hear playing. Identify if it's a male or female voice 	

Singing and Voice	
<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> • Sing in unison. • Understand and follow the leader or conductor. 	Video with QR qrcode monkey website
• Notation	
<ul style="list-style-type: none"> • <i>Use and understand staff and other musical notations</i> 	
Apply spoken word to rhythms, understanding how to link each syllable to one musical note	
• Playing Instruments	
<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i> 	
Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F#, G, G#, A, B and Bb.	Glockenspiels and bars as a whole class
• Improvising	
<ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> • Compose over a simple groove. • Compose over a drone. 	
• Composing	
<ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> • Compose over a simple chord progression. • Compose over a simple groove. • Compose over a drone. 	Use Charanga with pupil logins to experiment with the notation maker.
• Performing	
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>	
<ul style="list-style-type: none"> • Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment. 	Performance to parents to celebrate unit. Videos to send out on Class Dojo.
• Vocabulary	
<ul style="list-style-type: none"> • Structure • Intro/introduction • Verse • Chorus • Improvise • Compose • Pulse • Rhythm • Pitch • Tempo • Dynamics • Bass • Drums 	

<ul style="list-style-type: none"> • Guitar • Keyboard • Synthesizer • Texture • Electric guitar • Organ • Backing vocals • Hook • Riff • Melody • Reggae • Pentatonic scale • Imagination • Disco. 	
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Art

What I need the children to learn	Possible learning experiences
Using Sketchbooks	
<i>create sketch books to record their observations and use them to review and revisit ideas collages and digital art</i>	
<ul style="list-style-type: none"> • Ensure collage work is precise • Use coiling, overlapping & tessellations • Create images, video & sound recordings • Use line to sketch observational artwork • Study Cezanne and compare to artists previously studied 	<p>Grow seeds Design own plant pots Record/ sketch plants and flowers at different point of growth</p> <p>Cezanne</p>

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> • run at fast, medium and slow speeds; changing speed and direction • take part in a relay, remembering when to run and what to do 	
Competitive Games	
<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and</i>	

<i>tennis], and apply basic principles suitable for attacking and defending</i>																																											
<ul style="list-style-type: none"> be aware of space and use it to support team-mates and to cause problems for the opposition know and use rules fairly 	Cricket and rounders and hockey Build on from throwing and catching More sport specific striking games Links to Real PE 5																																										
Gymnastics																																											
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>																																											
<ul style="list-style-type: none"> adapt sequences to suit different types of apparatus and criteria explain how strength and suppleness affect performance 																																											
Dance																																											
<i>perform dances using a range of movement patterns</i>																																											
<ul style="list-style-type: none"> improvise freely and translate ideas from a stimulus into movement share and create phrases with a partner and small group remember and repeat dance perform phrases 																																											
Outdoor and Adventurous Activity																																											
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>																																											
<ul style="list-style-type: none"> follow a map in a familiar context use clues to follow a route follow a route safely 																																											
Evaluate																																											
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>																																											
<ul style="list-style-type: none"> compare and contrast gymnastic sequences recognise own improvement in ball games 																																											
Real P.E.																																											
<p>Unit 5 Applying Physical</p> <ul style="list-style-type: none"> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. 	<p>Unit 5 Applying Physical I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p> <p>Agility Reaction / Response I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.</p> <p>Static Balance Floor Work I can maintain balance throughout. I can balance and hold the correct position, for example, back straight. I can balance with control when changing balance/position.</p> <p>Sum 1</p>																																										
Nigel Carson Sessions																																											
	<table border="1"> <thead> <tr> <th>Age Group</th> <th>Block 2</th> <th>Block 3</th> <th>Block 4</th> <th>Block 5</th> <th>Block 6</th> </tr> </thead> <tbody> <tr> <td>Monday Year 1</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Monday Year 2</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Tuesday Year 3</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Wednesday Year 4</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Thursday Year 5</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Friday Year 6</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> </tbody> </table>	Age Group	Block 2	Block 3	Block 4	Block 5	Block 6	Monday Year 1	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Monday Year 2	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Tuesday Year 3	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Wednesday Year 4	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Thursday Year 5	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Friday Year 6	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics
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What I need the children to learn	Possible learning experiences
Relationships	Resource links from: Jigsaw
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know how some of the actions and work of people around the world help and influence my life • Know that they and all children have rights (UNCRC) • Know the lives of children around the world can be different from their own <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Can identify the responsibilities they have within their family • Can use Solve-it-together in a conflict scenario and find a win-win outcome • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job/ less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in children’s rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community <p>Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>	<p>In this Puzzle children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the solve-it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don’t know in many ways e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children’s universal rights are also revisited.</p> <p><u>Key vocabulary:</u> Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate,</p> <p>See the link below</p>

<https://jigsawlivescemsuk.blob.core.windows.net/umbraco-media/hpkdfhs2/04-ages-7-8-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

Religious Education:

For this unit there is 10-12 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I

What I need the children to learn	Possible learning experiences
L2.4	
<p>Why do people Pray?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Describe what some believers say and do when they pray (A1). • Respond thoughtfully to examples of how praying helps religious believers (B2). <p>Expected:</p> <ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities and differences between how people pray (B3). • Consider and evaluate the significance of prayer in the lives of people today (A1). 	<ul style="list-style-type: none"> • Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur’an, the Christian Lord’s Prayer and the Hindu Gayatri Mantra. • Learn that Hindus, Muslims and Christians pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers. • Consider the idea that some people are spiritual but not religious and like to pray in their own way. • Consider the idea that some people are atheists who believe it is more use to be kind or to help someone than to pray for them. • Find out about some symbols used in prayers in different religions. • Explore connections between prayer in three different religions. • Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How? • Ask good questions about answered and unanswered prayer and find out some answers to these questions. • Discuss and consider the impact of praying in some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus’ teaching or in the Holy Qur’an. • Make links between beliefs and practice of prayer in different religions. • Weigh up the value and impact of these key ideas for themselves.

Foreign Languages

What I need the children to learn	Possible learning experiences
Listening	Language Angels

<p><i>Listen attentively to spoken language and show understanding by joining in and responding</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> <i>Appreciate stories, songs, poems and rhymes in the language</i></p>	<p>Summer 1 – Ice-Creams Teaching Type: Early Language Unit Objective: To say what ice-cream flavour I would like in French. By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Name, recognise and remember up to 10 ice-cream flavours in French. • Attempt to spell some of these flavours. • Use the structure 'je voudrais...' plus an ice-cream flavour. • Say whether we would like a cone or pot and possibly how many scoops. • Learn how to say 'please' and 'thank you' in French.
<ul style="list-style-type: none"> • Listen to and enjoy short stories, nursery rhymes and songs. • Recognise familiar words and short phrases covered in the units taught. 	
<p>Speaking</p>	
<p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i> <i>Present ideas and information orally to a range of audiences</i> <i>Describe people, places, things and actions orally and in writing</i></p>	
<ul style="list-style-type: none"> • Communicate with others using simple words and short phrases covered in the unit. 	
<p>Reading/ Writing</p>	
<p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i> <i>Read carefully and show understanding of words, phrases and simple writing</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</i> <i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <i>Describe people, places, things and actions in writing</i></p>	
<ul style="list-style-type: none"> • Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. • Understand the meaning in English of short words I read in the foreign language • Write familiar words and short phrases using a model or vocabulary list. 	
<p>Grammar</p>	
<p><i>Understand basic grammar appropriate to the language being studied</i></p>	
<ul style="list-style-type: none"> • Start to understand the concept of noun gender and the use of articles. • Use the first person singular version of high frequency verbs. 	

Cayton Creation

Session around plants, taking groups out to plant seeds in the beds on the junior playground, watering and caring for the plants growing there. Pots on the windowsill for certain herbs. Children to spend time outside practically working.

Cayton Conclusion

Checking the results of the plants growth, taking home a plant (sunflower) each to share with families.

English

What I need the children to learn	Possible learning experiences
Non-chronological Reports Poetry Dictionary work	Based on plants/flowers texts, reports on our own plants, create a non-chronological report based on research from geography and science Plants and flowers poetry, creating own poems based on that topic.

Mathematics

What I need the children to learn	Possible learning experiences
Fractions Time Time measurement Time Duration Angles White Rose Planning schemes used	Linking time and measuring time to science experiments, measuring how long it takes the flowers to draw up water. Time linked to PE sessions too, Using a stopwatch to see how long it takes to complete activities.

