

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 3 – SPRING 1



Learn from yesterday, seek today and aim for tomorrow

September 2023

Science Driver: Stone Age

Key Enquiry: Who first lived in Britain?

Science Driver

Working Scientifically	
<input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> • Why does the moon appear as different shapes in the night sky? • Why do shadows change during the day? • Where does a fossil come from? 	<input type="checkbox"/> Use a thermometer to measure temperature and know there are two main scales used to measure temperature <input type="checkbox"/> Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
<input type="checkbox"/> Observe at what time of day a shadow is likely to be at its longest and shortest	<input type="checkbox"/> Group information according to common factors e.g. plants that grow in woodlands or plants that grow in gardens
<input type="checkbox"/> Observe which type of plants grow in different places e.g. bluebells in woodland, roses in domestic gardens, etc.	<input type="checkbox"/> Use bar charts and other statistical tables (in line with Year 3 mathematics statistics) to record findings
<input type="checkbox"/> Use research to find out how reflection can help us see things that are around the corner	<input type="checkbox"/> Know how to use a key to help understand information presented on a chart
<input type="checkbox"/> Use research to find out what the main differences are between sedimentary and igneous rocks	<input type="checkbox"/> Be confident to stand in front of others and explain what has been found out, for example about how the moon changes shape
<input type="checkbox"/> Test to see which type of soil is most suitable when growing two similar plants	<input type="checkbox"/> Present findings using written explanations and include diagrams when needed
<input type="checkbox"/> Test to see if their right hand is as efficient as their left hand	<input type="checkbox"/> Make sense of findings and draw conclusions which help them to understand more about scientific information
<input type="checkbox"/> Set up a fair test with different variables e.g. the best conditions for a plant to grow	<input type="checkbox"/> Amend predictions according to findings
<input type="checkbox"/> Explain to a partner why a test is a fair one e.g. lifting weights with right and left hand, etc.	<input type="checkbox"/> Be prepared to change ideas as a result of what has been found out during a scientific enquiry

What I need the children to learn	Possible learning experiences
CHRONOLOGY (Stone age to 1066)	
<i>To include: Stone age to Iron age Romans Anglo-Saxons Vikings</i>	
<p>To understand how Britain changed between the beginning of the Stone Age and the end of the Iron Age. To know the impact of the discovery of the wheel and the finding of iron ore. To understand the past is divided into differently named periods of time on a timeline. To put artefacts or information in chronological order.</p> <p>Examples (non-statutory) This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>Rotunda Museum and Stone Age experiences Stone Age- STAR CARR Artefacts or pictures of stone tools, pottery, cave paintings (build up evidence of life and show on a map where they come from)</p> <p>Power-points on hunter - gatherer hunts for food (pictures outside and fake spears) –</p> <p>Skara Brae writing</p> <p>Bronze Age artefact comparison – weapons</p> <p>Stone Age/ Bronze Age changes in writing</p>

<p>Can I plot the Stone, Bronze and Iron Ages on a timeline and learn how far apart they were in time?</p> <p>Can I understand what is meant by 'hunter-gatherers?'</p> <p>Do I know the impact of the discovery of the wheel and the finding of iron ore?</p> <p>Do I understand what life was like for men, women and children at these different times in their home settlements and daily life during these times?</p> <p>Do I know the main differences between the Stone, Bronze and Iron Ages including styles of writing and use of weapons and tools?</p> <p>Can I learn about local Stone Age settlement 'Star Carr' as an important archaeological dig sites?</p> <p><u>Key Skills</u> Compare how people live at these different times (Stone Age, Bronze Age and Iron Age)</p> <p>Study Stone Age artefacts or pictures of stone tools, pottery, cave paintings (build up evidence of life and show on a map where they come from)</p> <p>Investigate Skara Brae writing and the changes in writing from Stone Age to Bronze Age</p> <p>.</p> <p>Compare Bronze Age weapons with those from Stone and Iron Age</p> <p><u>Key Vocabulary</u> Time periods, settlements, discovery, hunting, invention, forts</p>	<p>Diaries of life in Iron Age, roles of men and women</p>
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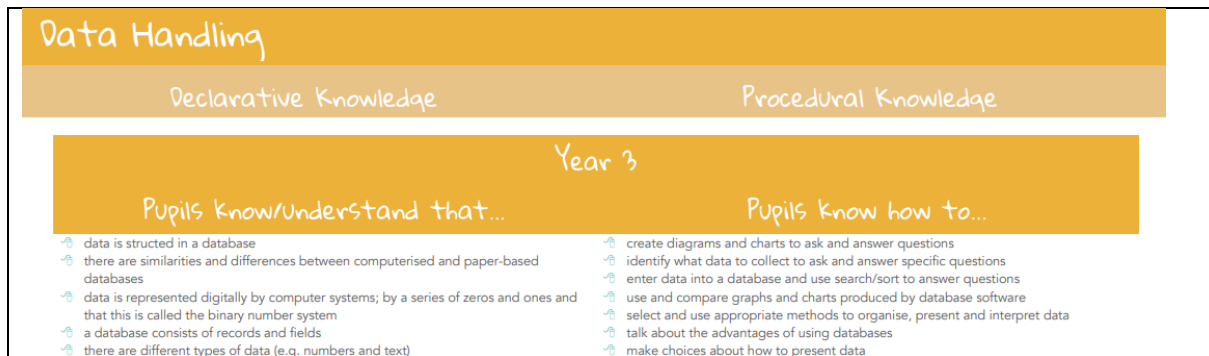
Geography

What I need the children to learn	Possible learning experiences
Locational Knowledge	
<i>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i>	

<ul style="list-style-type: none"> • Can I know the names of four countries from the southern hemisphere and four from the northern hemisphere. • Can I know the name of four countries on the Equator? • Can I compare the climates of countries on the Equator to those in the tropics? • Can I explore significant physical and human features of the countries I locate? • Can I give reference points of longitude and latitude for famous landmarks in my countries? 	<p><i>Countries from the different hemispheres/ topics study</i> <i>Maths – world clock links</i> <i>Countries on the Equator</i></p>
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Computing

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Using Programs – Handling Data</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><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>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</i></p>	<p><i>As databases formed part of the former ICT National Curriculum, we assume schools have access to a database application</i></p> <p><i>You will need to populate the database yourself using the records in Resource3.6.2a</i></p> <p><i>If your school does not have a database application, you could use a spreadsheet instead: for further details, please refer to the "readme" document located in the Databases > Excel folder (available in lesson resource downloads)</i></p>
<p><u>iData unit – Information Technology</u></p> <p>Lesson 1: iRecord</p> <ul style="list-style-type: none"> • To understand how information in a database is organised <p>Lesson 2: iCompare</p> <ul style="list-style-type: none"> • To understand the advantages of a computer based database over a paper one <p>Lesson 3: iAdd</p> <ul style="list-style-type: none"> • To find and enter information to create additional records in a database <p>Lesson 4: iTravel</p> <ul style="list-style-type: none"> • To demonstrate the knowledge skills and understanding they have learned during this unit 	<p>https://www.icompute-uk.com/members-area/lks2/index.html and select Year 6 and then iData unit</p>



Art

What I need the children to learn	Possible learning experiences
Study of great artists	
<i>great artists, architects and designers in history printing</i>	
<ul style="list-style-type: none"> know how to identify the techniques used by different artists know how to compare the work of different artists recognise when art is from different cultures recognise when art is from different historical periods use layers of two or more colours to print replicate patterns from nature or built environments create a weaving 	<p>Look at Cave Paintings Tea stain paper and use charcoal to create desired look Use chalk on the floor to experiment first Compare to Greek vases created in Autumn 2</p> <p>Print using cave painting inspiration</p>

Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
Unit 4 – The Dragon Song	
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"> Talk about what the song or piece of music means 	
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 expressively, with attention to the meaning of the words. 	Video with QR qrcode monkey website

• Notation	
• <i>Use and understand staff and other musical notations</i>	
• Identify and understand the differences between crotchets and paired quavers.	
• Playing Instruments	
• <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	
• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	
• Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.	
• Composing	
• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	
<ul style="list-style-type: none"> • Use music technology, if available, to capture, change and combine sounds. • Create a simple melody using crotchets, minims and perhaps paired quavers: • C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) 	Use Charanga with pupil logins to experiment with the notation maker.
• Performing	
<i>Listen with attention to detail and recall sounds with increasing aural memory</i>	
<i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i>	
• Talk about what the song means and why it was chosen to share	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 • Guitar • Keyboard • Synthesizer • Texture 	

<ul style="list-style-type: none"> • Electric guitar • Organ • Backing vocals • Hook • Riff • Melody • Reggae • Pentatonic scale • Imagination • Disco. 	
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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 	<p>More sport specific games and competitions Relays, obstacle courses Creative games made by children Links to Real PE 4</p>
Competitive Games	
<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 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 	
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.	
Unit 4Creative	
<ul style="list-style-type: none"> I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. 	
Nigel Carson Sessions	

PSHE

What I need the children to learn	Possible learning experiences
Healthy Me	Resource links from: Jigsaw
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <i>Know how exercise affects their bodies</i> <i>Know why their hearts and lungs are such important organs</i> <i>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</i> <i>Know that there are different types of drugs</i> <i>Know that there are things, places and people that can be dangerous</i> <i>Know a range of strategies to keep themselves safe</i> <i>Know when something feels safe or unsafe</i> <i>Know that their bodies are complex and need taking care of</i> <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice Identify how they feel about drugs Can express how being anxious or scared feels Can take responsibility for keeping themselves and others safe Respect their own bodies and appreciate what they do <p><u>Sun Safety Curriculum</u> Can I describe how to stay safe in the sun and why it is important? Activity- look at the power point and discuss. Look at the posters and then</p>	<p>In this Puzzle the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p> <p><u>Key vocabulary</u> Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice</p> <p>Please see the link below</p>

create a poster with reasons why to stay safe.

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).

<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 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
<p>Why are festivals important to religious communities? Easter Focus (in planning on RE today there is planning for 10 hours of classroom activities)</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations (B2). Retell some stories behind festivals (e.g. Christmas and Easter) <p>Expected:</p> <ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs 	<ul style="list-style-type: none"> Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity. Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. Notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. Study key elements of festival: shared values, story, beliefs, hopes and commitments. Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: Is love stronger than death (Easter)? Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? Consider questions about the role of festivals in the life of Britain today: Is

<p>at the heart of each festival studied, using a variety of media (C2).</p> <ul style="list-style-type: none"> Suggest how and why religious festivals are valuable to many people (B2). 	<p>Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?</p>
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Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Listening</p> <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> <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>Language Angels</p> <p>Spring 2 - Fruits Teaching Type: Early Language Unit Objective: To say what fruit we like and do not 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 fruits in French. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French.
<p style="text-align: center;">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 style="text-align: center;">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'. 	

<ul style="list-style-type: none"> 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. 	
Grammar	
<i>Understand basic grammar appropriate to the language being studied</i>	
<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

Prepping the gardening beds with topsoils and compost ready for next half term

Cayton Conclusion

The Crudes 1 movie
Making an Anglo Saxon hut. Straw house.

English

What I need the children to learn	Possible learning experiences
Reading focus post lock down Writing focus post lock down 20 sentence types focus post lock down	Writing instructions from prepping the gardening beds. Geography links with non-chronological reports. CLPE – What we'll build – welcoming children back to school, looking at relationships. Stig of the dump – whole class reading novel

Mathematics

What I need the children to learn	Possible learning experiences
Following the White Rose Planning scheme for Spring Statistics Bar Charts Data Analysis Length	Childrens data, looking at personal date and using it in our analysis. Measuring the gardening beds and looking at seed placements every Cm

Perimeter	
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