

S3 Medium Term Curriculum Plan – Summer 1

<p>Week 6 W/C 20/5/24</p>	<p>To know how to write the quotes paragraph of a newspaper report.</p> <p>To know how to use direct and reported speech.</p> <p>To identify information to include in a quotes paragraph.</p> <p>To use punctuation such as speech marks correctly with their writing.</p> <p>Class Reader: Diary of a Wimpy Kid -- Discussing new vocab and practising inference based around a text.</p>	<p>To know how to solve worded problems linked to time.</p> <p>Group 1 – To reconsolidate previous learning in topic if required.</p> <p>To solve basic worded problems linked to time with staff support.</p> <p>Group 2 – To solve basic worded problems linked to time independently.</p> <p>Group 3 – To solve more complex worded problems linked to time, including converting time with some support/ independently.</p>	<p>To know how to apply knowledge learnt this half-term to complete a project.</p> <p>To identify which components are needed for the project.</p> <p>To demonstrate use of different circuits including a conditional loop.</p> <p>To programme/ code different components e.g. Lights, buzzer/motor, and sparkles.</p>	<p>To know how drag is caused and can be reduced.</p> <p>To describe methods for reducing drag.</p> <p>To investigate how to reduce drag forces.</p>	<p>To know how to analyse sources as part of historical research linked to the industrial revolution.</p> <p>To analyse historical sources as part of researching conditions during the industrial revolution.</p> <p>To identify information from sources to support with comparing life during the industrial revolution and today.</p> <p>To analyse the validity and bias of historical sources.</p>	<p>To know how beliefs linked to beauty have changed and vary within cultures.</p> <p>To understand how the perception of body image and beauty has changed throughout history.</p> <p>To explain how beauty can be perceived/ seen as different in different cultures.</p>	<p>To know how to safely extinguish a fire.</p> <p>To know how to use a fire to heat items.</p> <p>To apply knowledge of the three parts of the fire triangle to extinguish a fire.</p> <p>To safely light a fire under supervision.</p> <p>To safely extinguish a fire under supervision.</p> <p>To observe changes to items when heated/ cooked.</p>	<p>Swimming Develop correct body alignment, develop leg action-effective down kick.</p> <p>Hockey Develop the slap pass and the push pass. Pupil will learn how to do a simple tackle, taking the ball away cleanly and safely</p>	<p>Swimming Gala DRAMA: Warm up- In the Hot Seat. Pupils will learn how to stay in character when put in the Hot Seat and asked questions from an audience. Pupils will be able to choose a character from a list of super heroes or celebs and take upon themselves that persons' identity so that they will answer questions from others in the group as how their character would answer them. Pupils in the group will improvise what questions to ask. Time will be given to Ellie , Jack and Lexi to learn their lines in the play</p>	<p><i>To review what we have covered this term.</i></p>
<p>Week 5 W/C 13/5/24</p>	<p>To know how to plan the quotes paragraph of a newspaper report.</p> <p>To know how to use direct and reported speech.</p> <p>To identify information to include in a quotes paragraph.</p> <p>To use punctuation such as speech marks correctly with their writing.</p> <p>Class Reader: Diary of a Wimpy Kid -- Discussing new vocab and practising inference based around a text.</p>	<p>To know how to convert between analogue and digital clock times.</p> <p>Group 1 – To convert between analogue and digital times using (O'clock times)</p> <p>Group 2 – To convert between analogue clock and digital times using (O'clock and half-past times).</p> <p>Group 3 – To convert between analogue clock and digital times using (O'clock, half-past times and quarter past/ quarter to).</p> <p>Target work: Jungle maths revising multiple operations and key skills.</p>	<p>To know how to design a project using a conditional loop.</p> <p>To identify an example of a conditional loop that can be used in a project.</p> <p>To create a detailed drawing for a project.</p> <p>To describe what your project will do/ involve.</p>	<p>To know how friction is caused by different surfaces.</p> <p>To investigate how friction varies on different surfaces.</p> <p>To describe the effect of friction on an object.</p>	<p>To know how factory conditions differed during the industrial revolution.</p> <p>To evaluate what working conditions were like in factories during the industrial revolution.</p> <p>To identify at least 2 similarities and differences between working conditions in Victorian England and today.</p>	<p>To know what idealised projections are and how photos can be filtered/ edited online.</p> <p>To understand how idealised projections can affect our wellbeing.</p> <p>To explain how photos can be filtered/ edited to look different.</p>	<p>To know how to safely extinguish a fire.</p> <p>To know how to use a fire to heat items.</p> <p>To apply knowledge of the three parts of the fire triangle to extinguish a fire.</p> <p>To safely light a fire under supervision.</p> <p>To safely extinguish a fire under supervision.</p> <p>To observe changes to items when heated/ cooked.</p>	<p>Swimming Develop correct body alignment, develop arm action-either in the water or arm coming out of water.</p> <p>Hockey Learn how to hold the stick, and to dribble with the ball. Develop the slap pass and the push pass.</p>	<p>MUSIC: Pupils will learn learn what chords to go with the E major Key and what would make a good chord progression. Pupils will follow the next steps on the Yu Studio program and choose at least 8 chords for their chorus; starting with E and ending with E and moving to chord B for the 4th chord.</p> <p>Pupils will continues to learn the Pure imagination song. Pupils will continue to sing the song and be able to play the first 8 bars without stopping.</p>	<p><i>Pupils will learn how to say commands and typical Spanish expressions. To listen and follow classroom commands.</i></p>

<p>Week 4 W/C 6/5/24 BH (6/5/24)</p>	<p>To know how to write the opening and chronological recount for a newspaper report.</p> <p>To identify information to include in an opening paragraph.</p> <p>To apply knowledge of chronology to put events in order chronological order.</p> <p>Class Reader: Diary of a Wimpy Kid -- Discussing new vocab and practising inference based around a text.</p>	<p>To know how to use a digital clock to tell the time.</p> <p>Group 1 – To use a digital clock to record basic times using hours and minutes (with support).</p> <p>Group 2 – To use a digital clock to record basic times using hours and minutes (independently) writing a number of given times.</p> <p>Group 3 - To use a digital clock to record basic times using hours and minutes (independently) writing a number of given times.</p> <p>To solve word problems linked to digital clocks.</p> <p>Target work: Jungle maths revising multiple operations and key skills.</p>	<p>To know what selection is and how to use it in computing.</p> <p>To identify examples of a condition and an action in computing. For example, if I press the button then the light will turn on.</p> <p>To understand that a condition being met can start an action.</p>	<p>To know what air resistance is.</p> <p>To describe the effect of air resistance on an object.</p> <p>To investigate how the size of a parachute affects the time taken for an object to fall.</p>	<p>To know why the agricultural (farming) revolution in Britain was important.</p> <p>To identify at least 3 changes that took place during the agricultural revolution.</p>	<p>To know what body image is and how it can affect us.</p> <p>To define what body image is.</p> <p>To understand how our perception of body image impacts our thoughts and feelings.</p>	<p>To know how to safely extinguish a fire.</p> <p>To know how to use a fire to heat items.</p> <p>To apply knowledge of the three parts of the fire triangle to extinguish a fire.</p> <p>To safely light a fire under supervision.</p> <p>To safely extinguish a fire under supervision.</p> <p>To observe changes to items when heated/cooked.</p>	<p>Swimming Develop correct body alignment, develop arm action-either in the water or arm coming out of water.</p> <p>Cricket Develop underarm and overarm throwing and bowling skills. Develop the windmill technique, correct release of ball, flowing action.</p>	<p>DRAMA: Warm up Splat game Pupils will learn how saying a phrase or a sentence becomes more dramatic when said using the voice to express the emotion behind the phrase. Pupils will be able to demonstrate this using the Say It Like...cards in small groups and or repeating the words of a nursery rhyme. Pupils will read small sections from the play which include Lexi, Ellie and Charlie's parts.</p> <p>Pupils will get into groups of 3 and the cast will learn their parts in scenes 7, 5 and 6.</p>	<p>Pupils will learn how to say school subjects and the question word ¿Cómo?- (How? Or what?) All pupils can name at least 4 subject. Some pupils can name at least 6 subjects. To name at least 2 adjectives to describe a subject.</p>
<p>Week 3 W/C 29/4/24</p>	<p>To know how to plan the opening and chronological recount part of a newspaper report.</p> <p>To identify information to include in an opening paragraph.</p> <p>To apply knowledge of chronology to put events in order chronological order.</p> <p>Class Reader: Diary of a Wimpy Kid -- Discussing new vocab and practising inference based around a text.</p>	<p>To know how to use an analogue clock to tell the time.</p> <p>Group 1 – To use an analogue clock to identify and write times (O'clock) independently. (half-past with support).</p> <p>Group 2 – To use an analogue clock to identify and write times (O'clock and half-past, quarter to and quarter past) with support.</p> <p>Group 3 - To use an analogue clock to identify and write times (O'clock and half-past, quarter to and quarter past) independently.</p> <p>Target work: Jungle maths revising multiple operations and key skills.</p>	<p>To know how conditional loops work.</p> <p>To explain that a conditional loop can stop when a condition is met.</p> <p>To experiment with using a conditional loop in Crumble.</p> <p>To program a microcontroller to respond to an input.</p>	<p>To know how mass and weight can differ on different planets.</p> <p>To investigate how mass and weight can be change on different planets.</p>	<p>To know how to recognise features of different biomes.</p> <p>To visit Delamere Forest and be able to identify at least 2 examples of flora/ fauna.</p> <p>To explain what flora and fauna is.</p> <p>(Carried over from previous half-term)</p>	<p>To know what jobs/ opportunities are available in the working world.</p> <p>To identify/ questions to ask a guest speaker/ visitor.</p> <p>To explore examples of different job opportunities that may be available after school.</p>	<p>To know how to safely extinguish a fire.</p> <p>To know how to use a fire to heat items.</p> <p>To apply knowledge of the three parts of the fire triangle to extinguish a fire.</p> <p>To safely light a fire under supervision.</p> <p>To safely extinguish a fire under supervision.</p> <p>To observe changes to items when heated/cooked.</p>	<p>Swimming Develop correct body alignment, develop arm action-either in the water or arm coming out of water.</p> <p>Cricket Further develop throwing and catching skills. Knowledge of running between wickets, good communication in batting pairs.</p>	<p>MUSIC: Pupils will learn how to use the theme and words discussed in School Council for Sandfest, as the basis for their chorus in their song. Pupils will select these words and formulate them into a 2 line phrase for their chorus. Pupils will demonstrate to the class how their phrase fits with their drum riff from last lesson. Pupils will recall their learning of the song Pure Imagination and some will learn how to play the next section. Pupils will be able to demonstrate their learning of bars 1-4 and some will learn to play bars 5-8.</p>	<p>Pupils will learn what the prepositions of place are in Spanish (en, sobre and debajo de) by placing a classroom object in, on or under a container. To ask and answer questions about the location of objects.</p>

<p>Week 2 W/C 22/4/24</p>	<p>To know how to gather information and evidence for a newspaper report.</p> <p>To identify at least 2 ways in which information can be gathered for a newspaper report. For example: Witnesses/ interviews, Photographic evidence, and physical evidence such as fingerprints/ documents.</p> <p>To plan and create a timeline of events linked to an incident in preparation for writing a newspaper report.</p> <p>Class Reader: Diary of a Wimpy Kid – Discussing new vocab and practising inference based around a text.</p>	<p>To know how to use an analogue clock to tell the time.</p> <p>Group 1 – To use an analogue clock to identify and write times (O'clock) with support.</p> <p>Group 2 – To use an analogue clock to identify and write times (O'clock and half-past) with support.</p> <p>Group 3 - To use an analogue clock to identify and write times (O'clock and half-past) independently.</p> <p>Target work: Jungle maths revising multiple operations and key skills.</p>	<p>To know what light sensors are and how to use them.</p> <p>To experiment with connecting and using light sensors for Crumble.</p> <p>To program a microcontroller to respond to an input.</p>	<p>To know how to identify and measure forces.</p> <p>To demonstrate how to use force arrows in diagrams.</p> <p>To explore measuring forces such as weight.</p>	<p>To know how education differed during the industrial revolution.</p> <p>To identify at least 2 similarities and differences between schools in Victorian England and today.</p> <p>To research how people in the 19th century received education.</p> <p>To present research findings.</p>	<p>To know what jobs/ opportunities are available in the working world.</p> <p>To identify/ questions to ask a guest speaker/ visitor.</p> <p>To explore examples of different job opportunities that may be available after school.</p> <p>Possible visit to be arranged with Ian Byrne, local MP?</p>	<p>To know how to safely prepare and light a fire.</p> <p>To know how to use a fire to heat items.</p> <p>To identify the three parts of the fire triangle.</p> <p>To safely light a fire under supervision.</p> <p>To use a traditional flint and steel to light a fire under supervision.</p> <p>To observe changes to items when heated/ cooked.</p>	<p>Swimming Individual targets. Develop water confidence. Learn correct body alignment, floating</p> <p>Athletics Develop the throws with the "real" implements-javelin, discus. Pupils to learn the utmost importance and safety of throwing only when instructed.</p>	<p>DRAMA: Warm up-Splat game. Pupils will learn and recall how to change their voice to help them express an emotion. Pupils will repeat the words to boom Chicka Boom demonstrating the differences in the voice using pitch, tempo, dynamics and style. Pupils learn what to say in a given situation making changes to their voice. Pupils will be able to demonstrate this using the Say It Like...cards in small groups. Pupils will read small sections from the play which include Lexi, Ellie and Charlie's parts. Pupils . Pupils will get into groups of 3 and the cast will learn their parts in scenes 1, ,4 and 6.</p>	<p>Pupils will learn how to name furniture in the classroom. All pupils can name at least 3 items of furniture in the classroom. Some pupils can name at least 6 items of furniture in the classroom.</p>
<p>Week 1 W/C 15/4/24</p>	<p>To know what the features of a newspaper report are.</p> <p>To identify at least 3 examples of features used in a newspaper report.</p> <p>To highlight and give at least 2 examples of some of these features being used in texts.</p> <p>Class Reader: Diary of a Wimpy Kid – Discussing new vocab and practising inference based around a text.</p>	<p>To know how to use an analogue clock to tell the time.</p> <p>Group 1 – To label the hands on an analogue clock (Seconds, minutes and hours)</p> <p>Group 2 – To use an analogue clock to identify and write times (O'clock) with support.</p> <p>Group 3 - To use an analogue clock to identify and write times (O'clock) independently.</p> <p>To use an analogue clock to identify and write times for 1 hour before and 1 hour after a given time (O'clock).</p> <p>Target work: Jungle maths revising multiple operations and key skills.</p>	<p>To know what an infinite loop is and how to use it.</p> <p>To select basic commands to give to Crumble (infinite loop).</p> <p>To construct a basic circuit and include an infinite loop.</p>	<p>To know the difference between contact and non-contact forces.</p> <p>To identify at least 2 examples of non-contact forces and 2 examples of contact forces.</p> <p>To identify and describe the difference between contact and non-contact forces.</p>	<p>To know when the industrial revolution took place.</p> <p>To identify when the industrial revolution took place.</p> <p>To apply previous knowledge to put key historical events in chronological order.</p>	<p>To know what jobs/ opportunities are available in the working world.</p> <p>To identify/ questions to ask a guest speaker/ visitor.</p> <p>To explore examples of different job opportunities that may be available after school.</p>	<p>To know how to safely prepare and light a fire.</p> <p>To know how to use a fire to heat items.</p> <p>To identify the three parts of the fire triangle.</p> <p>To safely light a fire under supervision.</p> <p>To use a traditional flint and steel to light a fire under supervision.</p> <p>To observe changes to items when heated/ cooked.</p>	<p>Swimming Individual targets. Develop water confidence. Learn how to breathe.</p> <p>Athletics Learn how to throw the shot putt, develop the thrust and power of the "shift" into the air.</p>	<p>MUSIC: Yu Studio. Pupils will learn how to start composing a song for Sandfest using Yu Studio programme on Charanga Pupils will identify the the various features on the Yu Studio programme by going through the PowerPoint in the Introduction. Pupils will select the genre they want to compose with and begin by composing the drum section for their song. Pupils will learn how to play the first half of the song Pure Imagination on the Keyboard. Pupils will be able to sing the first section of the song as a class then then play the first 4 bars on the keyboard</p>	<p>Pupils will how to name items in their school bag. All pupils can name at least 3 items in their school bag. Some pupils will name at least 6 items in their school bag. To identify that <i>Tengo</i> = I have.</p>
	English	Maths	Computing	Science	Humanities	PSHE/ Careers	Forest School	Swimming/ P.E. (Miss Barry)	Music/ Drama (Miss Evans)	MFL/ Spanish (Miss Bird)