Chase Lane
Primary School and Nursery

Half Termly Curriculum Plan Spring 1 2024

Year 3
Around the world

	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science		Force Contact force Non-contact force Air resistance Friction Motion Resistance Magnet Attract Repel Magnetism Magnetic Magnetic field Iron Steel Compass	<u>Forces and magnets</u> Complete the developing experts pre assessment. **L.I. - I can identify different forces including contact and non-contact forces.** ● Notice that some forces need contact between 2 objects. ● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	<u>Forces and magnets</u> **L.I. – I can understand the term friction and how it affects a moving object.** ● Compare how things move on different surfaces. ● Setting up simple practical enquiries, comparative and fair tests. ● Using results to draw simple conclusions, make predictions for new values	<u>Forces and magnets</u> **L.I. – I can explore how magnets work.** ● Magnetic forces can act at a distance. ● Describe magnets as having 2 poles. ● Observe how magnets attract or repel each other. ● Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. ● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	<u>Forces and magnets</u> **L.I. – I can compare and group different materials according to their magnetic properties.** ● Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. ● Observe how magnets attract some materials and not others.	<u>Forces and magnets</u> **L.I. – I can understand that magnetic forces can act at a distance.** ● Notice magnetic forces can act at a distance. ● Using straightforward scientific evidence to answer questions or to support their findings. ● Using results to draw simple conclusions.	<u>Forces and magnets</u> **L.I. - I can explore the everyday use of magnets.** ● Setting up simple practical enquiries, comparative and fair tests. ● Recording findings using simple scientific language. ● Using straightforward scientific evidence to answer questions or to support their findings.	Complete the Developing experts post assessment
Geography	The 7 continents of the world – name and location	Atlas Continents Human features Physical features Equator Tropic of Capricorn Tropic of Cancer Rainforest Climate	<u>Around the World</u> ● Recapping the 7 continents and the differences between them ● Exploring an atlas / learning how to use it	<u>Around the World</u> ● Understanding the difference between physical and human geography ● Sorting and studying different features	<u>Around the World</u> ● Identifying and labelling the lines of latitude onto a map of the world, exploring the relationship between the tropics and	<u>Around the World</u> ● I can describe key aspects of physical geography – earthquakes ● Exploring plate tectonics, what they	<u>Around the World</u> ● I can describe the effects from an earthquake ● Learning the effects that an earthquake has on humans and	<u>Around the World</u> ● I can describe key aspects of physical geography – volcanoes ● Exploring where volcanoes are found	

		Northern hemisphere Southern hemisphere Tectonic plates Friction Earthquake Crust Magma Lava Crater Main vent Magma Chamber Innuits Arctic Circle Antartica	and plotting countries onto a map of the world	exploring the differences between them	where rainforests are located ● Exploring the features of a rainforest based upon their climates	are and how they cause an earthquake	surrounding landscapes ● Exploring how humans stay safe in an earthquake and lower risk	and how their geographical location links to their eruption / formation	
Computing	<u>Year 2</u> -We are photographers	Stop-Motion Animation Stop-Frame Video Camera Close-up Footage Shooting Sequence Editing Zooming Frame Soundtrack Credits	<u>Stop-Motion Animation</u> **L.I. - To explain that animation is a sequence of drawings or photographs** ● I can draw a sequence of pictures ● I can create an effective digital flip book—style animation ● I can explain how an animation/ flip book works	<u>Stop-Motion Animation</u> **L.I. – To relate animated movement with a sequence of images** ● I can predict what an animation will look like ● I can explain why little changes are needed for each frame ● I can create an effective stop-frame animation	<u>Stop-Motion Animation</u> **L.I. – To plan an animation** ● I can break down a story into settings, characters and events ● I can describe an animation that is achievable on screen ● I can create a storyboard	<u>Stop-Motion Animation</u> **L.I. – To identify the need to work consistently and carefully** ● I can make small changes between frames ● I can review a sequence of frames to check my work ● I can evaluate the quality of my animation	<u>Stop-Motion Animation</u> **L.I. – To review and improve an animation** ● I can explain ways to make my animation better ● I can evaluate another learner's animation ● I can improve my animation based on feedback	<u>Stop-Motion Animation</u> **L.I. - To evaluate the impact of adding other media to an animation** ● I can add other media to my animation ● I can explain why I added other media to my animation ● I can evaluate my final film	Final stop-motion animation film to be assessed on photography, lighting, flow and additional media used.
Art and Technology		Fit for purpose Specification Generate Refine Design brief Identify Functional Elements Appropriate Properties Characteristics Millimetre Adhesive Pulley Gears Lever Mechanisms Transference of force Evaluate	<u>Making a movable book</u> **L.I. – I can research different mechanisms and how they are used.** ● 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.	<u>Making a movable book</u> **L.I. – I can plan and develop my own ideas based on different mechanisms.** ● Generate, develop, model and communicate their ideas through discussion, annotated sketches.	<u>Making a movable book</u> **L.I. – I can create different mechanisms** ● 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	<u>Making a movable book</u> **L.I. – I can create different mechanisms** ● 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	<u>Making a movable book</u> **L.I. – I can create different mechanisms.** ● 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	<u>Making a movable book</u> **L.I. – I can evaluate my product.** ● Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria.	

					construction materials and textiles, according to their functional properties and aesthetic qualities.	construction materials and textiles, according to their functional properties and aesthetic qualities.	materials and textiles, according to their functional properties and aesthetic qualities.		
Music	A basic understanding of Musical Notation taught throughout EYFS & KS1.	Pitch (B, A, G). Stave / Staff. Time Signature. Bar Lines. Notation / Rests. Crotchet /Minim. Dynamics (p, mp, mf, f).	Recap & extend previous understanding on basic Pitched Musical Notation. Introduce the Recorder & understand how it works. Introduce & model good posture & technique required to play the Recorder successfully.	Issue individual Recorders. Practice the good posture & technique required to play the Recorder successfully. Introduce & explain the software programme **Charanga** **Instruments** **Recorders** **Act 1**	Recap previous learning on the Recorder & extend by working through using: **Charanga** **Instruments** **Recorders** **Act 1**	Recap previous learning on the Recorder & extend by working through using: **Charanga** **Instruments** **Recorders** **Act 1**	Recap previous learning on the Recorder & extend by working through using: **Charanga** **Instruments** **Recorders** **Act 1**	Recap previous learning on the Recorder & extend by working through using: **Charanga** **Instruments** **Recorders** **Act 1**	General recap of progress made during this half term.
Foreign Languages	Vocabulary: colours, numbers and days of the week Grammar: Asking and answering questions Using cognates to aid understanding Using actions to aid memory Phonics: “e” as in le “a” as in la, silent final consonants Skills:Understanding a story using picture and context clues	Un chat (a cat) Un chien (a dog) Un poisson (a fish) Un cheval (a horse) Un lapin (a rabbit) Un mouton (a sheep) Un serpent (a snake) Un oiseau (a bird) Une vache (a cow) Une souris (a mouse) Qu’est-ce que c’est? – What is it? C’est un/une + noun – It’s a .. J’aime .. – I like Mon animal préféré est …. My favourite animal is…. Quel est ton animal préféré? – What is your favourite animal?	Understand some animal nouns in French.	Ask the question “What is it?” and say an animal noun as an answer.	Tell someone what my favourite animal is	Recognise some animal nouns in the plural.	Listen and join in a story about animals	Use a model to write sentences about ‘Animals I see when I walk to school’.	
PSHE		Perseverance Challenges Success Obstacles Dreams Goals Ambitions Future Aspirations Team work Enterprise Design Cooperation	I can tell you about a person who has faced difficult challenges and achieved success	I can identify a dream/ ambition that is important to me	I enjoy facing new learning challenges and working out the best ways for me to achieve them	I am motivated and enthusiastic about achieving our new challenge	I can recognise obstacles which might hinder my achievement and can take steps to overcome them	I can evaluate my own learning process and identify how it can be better next time	

		Challenge Product Strengths Motivated Enthusiastic Excited Efficient Responsible Obstacles Frustration 'Solve it together' technique Solution Strengths Celebrate Evaluate							
PE		Direction Tempo Timing Clock Pivot Performances Unison Canon	Count beats and change direction while dancing	Keep count and tempo while dancing Develop African dance steps with clarity, using own ideas	Learn new dance steps and develop them	Learn how to tell a story using dance and work cooperatively with others	Devise African style dance steps and patterns	Tell a story through dance using gestures and step patterns with fluency	