



# **Old Dalby C of E Primary School**

Topic planning, Class 3, Year A

*Due to the nature of some objectives they can be covered in any topic during the year and so have been left out of the rolling programme to give teachers the freedom to cover when they deem it suitable. They are likely to find that they are repeated throughout the year which will consolidate skills and provide the opportunity to apply them.*

These objectives are:

### **Computing**

- \*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- \*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
- \*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## **DT**

### **Design**

- \*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

### **Make**

- \*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**

- \*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

### **Technical knowledge**

- \*apply their understanding of how to strengthen, stiffen and reinforce more complex structures

## Languages

All objectives to be met by a specialist language teacher.

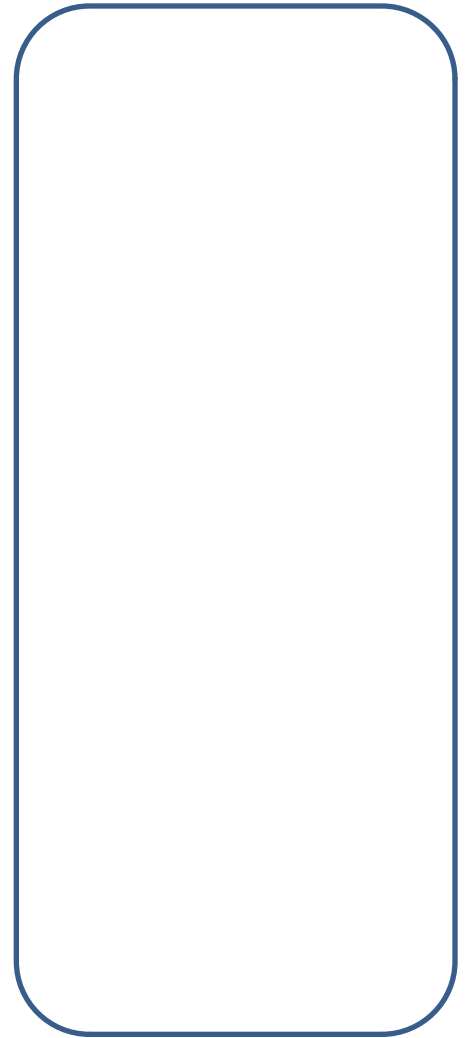
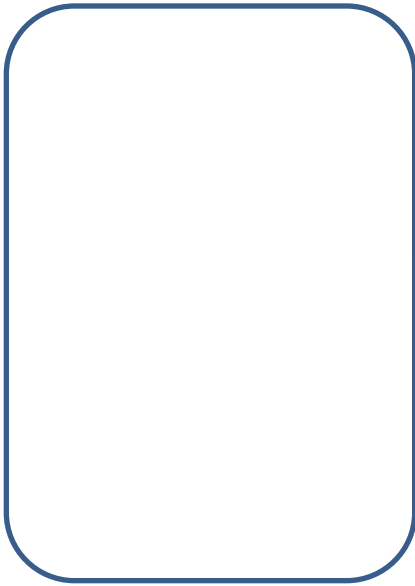
- Pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- The starred (\*) content above will not be applicable to ancient languages.

## **MUSIC**

- \*listen with attention to detail and recall sounds with increasing aural memory
- \*develop an understanding of the history of music.

***The following music objectives can be covered when teaching how to play an instrument:***

- \*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- \*use and understand staff and other musical notations
- \*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians



**Class 3**

**Year A**

**autumn**

# Compulsory objectives for the topic:

- **Geography-**

  - Geographical skills and fieldwork**

    - \*use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

  - Locational knowledge**

    - \*locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- **History**

  - \*the Viking struggle for the Kingdom of England to the time of Edward the Confessor

# Compulsory objectives for the topic:

- **PE- Dance & Gymnastics**

- \*perform dances using a range of movement patterns

- \*develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics)

- \* compare their performances with previous ones and demonstrate improvement to achieve their personal best

- **RE**

See syllabus on staff shared

- \*What does light mean? What does dark mean?

- \*Who is my neighbour?

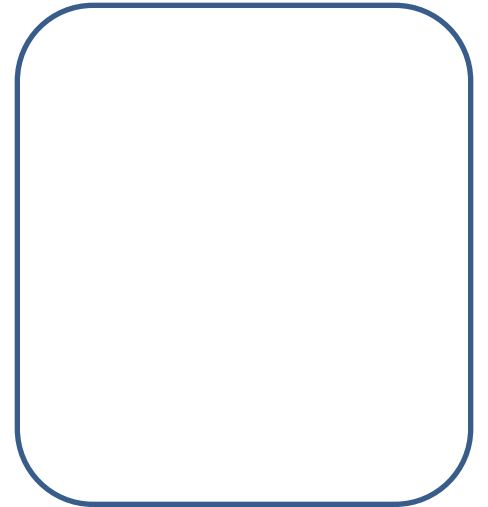
- **SEAL**

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- \*New Beginnings

- \*Getting on and falling out





Time Travel



**Class 3**

**Year A**

**spring 1**

# Compulsory objectives for the topic:

- **PE- Games**

- \*play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending

- \*take part in outdoor and adventurous activity challenges both individually and within a team

- \* compare their performances with previous ones and demonstrate improvement to achieve their personal best

- **RE**

See syllabus on staff shared

- What are deeper meanings of our celebrations?

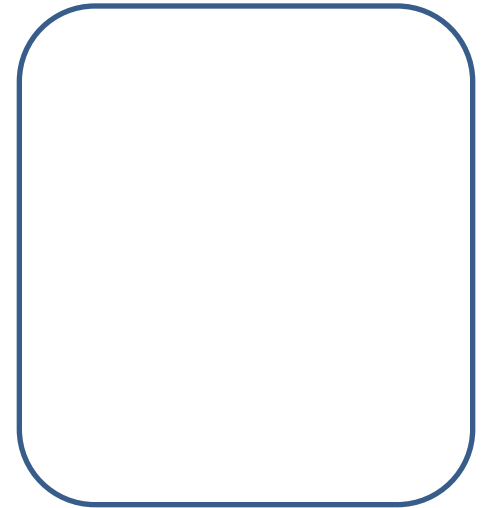
- **SEAL**

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- \*Going for Goals



Space Travel



**Class 3**

**Year A**

**spring 2**

# Compulsory objectives for the topic:

- **PE- Games**

- \*play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending

- \*take part in outdoor and adventurous activity challenges both individually and within a team

- \* compare their performances with previous ones and demonstrate improvement to achieve their personal best

- **RE**

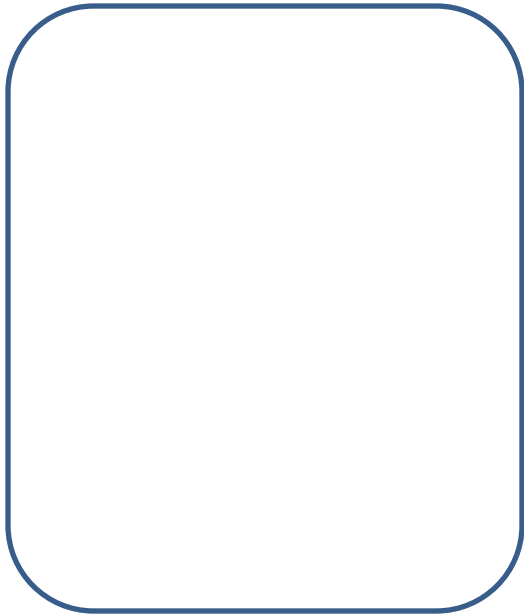
See syllabus on staff shared

- \* Stories from Genesis

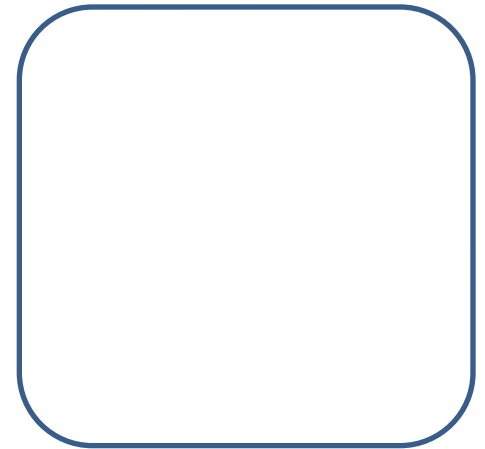
- **SEAL**

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- \*Good to be Me



Ancient Greece



**Class 3**

**Year A**

**summer**

# Compulsory objectives for the topic:

- **DT-**

## **Evaluate**

\* understand how key events and individuals in design and technology have helped shape the world

- **Geography-**

## **Locational knowledge**

\* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- **History**

\* Ancient Greece – a study of Greek life and achievements and their influence on the western world

- **PE- Athletics**

- \*use running, jumping, throwing and catching in isolation and in combination

- \*develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics)

- \*take part in outdoor and adventurous activity challenges both individually and within a team

- \*compare their performances with previous ones and demonstrate improvement to achieve their personal best

- **RE**

See syllabus on staff shared

- \* Visiting a place of worship

- \*Creation and green issues: How did the world come into being and why should we care about what happens to it now?

- **SEAL**

See syllabus on staff shared

- \*Relationships

- \*Changes