

Year 3/4 Medium Term Plan Spring 2022/23 - Cycle A

Theme	National Curriculum Objectives 'Natural Disasters'	Milestones / Skills	Overview of learning
Maths	<p>The children will follow the curriculum with daily lessons in Maths groups linked to the White Rose Maths Scheme of Learning.</p> <p>Topics covered include: Multiplication and Division Length and Perimeter Fractions Mass and Capacity (Year 3) Decimals (Year 4)</p>		
English	<ul style="list-style-type: none"> • Poetic styles (Calligrams - Natural Disasters) • Narrative -Stories with imaginative settings - character (Iron Man) • Newspaper reports (Take One Book Week - 'TUESDAY') • Non - chronological report (Natural Disasters - geography) • Explanation texts - Rock / fossil formation / Wallace and Gromit • Texts: Fictions - The Iron Man, The Railway Children • Non - Fiction - Earth Shattering Events - Robin Jacobs 		<p>The children will follow the curriculum with daily reading, writing and spelling (including phonics) lessons.</p> <p>Handwriting will link to the weekly spelling rules.</p>
Science	<p>Science - Rocks and Soils</p> <ul style="list-style-type: none"> ♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock ♣ recognise that soils are made from rocks and organic matter <p>States of Matter</p> <ul style="list-style-type: none"> ♣ compare and group materials together, according to whether they are solids, liquids or gases ♣ observe that some materials change state when they are heated or cooled, and measure or research 	<ul style="list-style-type: none"> • (Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • To investigate Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>To work scientifically</p> <ul style="list-style-type: none"> • Ask relevant questions. 	<p>Linked to our topic children will be learning about rock formations and their properties. Through our learning on volcanoes children will develop their understanding and investigate how solids, liquids and gases can change.</p>

	<p>the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> ♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>To work scientifically</p> <p>Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>	<ul style="list-style-type: none"> • Set up simple, practical enquiries and comparative and fair tests. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. • Gather, record, classify and present data in a variety of ways to help in answering questions. 	
<p>Geography</p>	<p>Human & Physical Geography Volcanoes</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 	<p>Through our 'Natural Disasters' topic, the children learn about tectonic plates and the formation of volcanoes. The children will</p>

	<p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ♣ physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle • Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe key aspects of: physical geography, including: volcanoes and earthquakes and the water cycle) 	<p>look at other natural disasters such as tornadoes, tsunamis, earthquakes and coastal erosion.</p>
Art	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques - Sewing/Weaving/Textiles & Drawing - Class wall-hanging - links to DT</p> <p>About great artists, architects and designers in history.</p>	<p>Collage: Select and arrange materials for a striking effect. • Ensure work is precise.</p> <p>Textiles: Quilt, pad and gather fabric. Create weavings. • Use basic cross stitch and back stitch. Colour fabric.</p> <p>Sculpture: Create and combine shapes to create recognisable forms. • Add materials to provide interesting detail.</p> <ul style="list-style-type: none"> • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language 	<p>Children will continue to develop drawing skills. They will create volcanic artwork inspired by the work of artist Margaret Godfrey by layering tissue, to represent layers of a volcano.</p> <p>During Sculpture week, the children will create a sculpture linked to our topic.</p> <p>The children will contribute to a class wall hanging where</p>

			they will sew their own section.
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p>	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Understand layers of sounds and discuss their effect on mood and feelings. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<p>Unit: Mamma Mia</p> <p>Style: ABBA</p> <p>As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.</p> <p>Easter Production - TBC</p> <p>As part of our year 3/4 Easter performance the children will be singing and using a range of instruments to perform.</p> <p>One Year $\frac{3}{4}$ Class (Holly) will participate in Ukulele lessons</p>
DT	<p>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</p>	<ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. <ul style="list-style-type: none"> • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients • Cut materials accurately and safely by selecting appropriate tools. <ul style="list-style-type: none"> • Select appropriate joining techniques. • Understand the need for a seam allowance. <ul style="list-style-type: none"> • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. • Make products by working efficiently (such as by carefully selecting materials). 	<p>The children will (Use POP) design with textiles by designing and making a square as part of class quilt/wall hanging project</p> <p>We will make rock cakes as part of food skills development.</p>

	<p>diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make ♣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 materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Cooking and nutrition ♣ understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety dishes using a range of cooking techniques</p>	<ul style="list-style-type: none"> • Refine work and techniques as work progresses, continually evaluating the product design • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. <p>Computer generated design for own square</p> <p>Investigate and master the stitching method required to join square to whole quilt.</p> <p>Consider who the quilt/wall hanging is for.</p> <p>Investigate examples and seek opinions of user.</p> <p>Self and peer assessments</p> <p>Test joining techniques by putting products under stress</p>	
Computing ICT	<p>Spring 1 - Programming A: Sequencing sounds</p> <p>Spring 2 - Creating Media: Desktop publishing (links to Natural Disasters)</p> <p>Design, write and debug programs that accomplish specific goals,</p>	<p>Spring 1 - Programming A: Sequencing sounds</p> <p>Spring 2 - Creating Media: Desktop publishing (links to Natural Disasters)</p> <ul style="list-style-type: none"> - Give examples of the risks posed by online communications. - Understand how online services work. - Understand that comments made online that are hurtful or offensive are the same as bullying. 	<p>The children will explore the concept of sequencing in programming through Scratch. They'll begin with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of</p>

	<p>including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> - Use specified screen coordinates to control movement. - Set the appearance of objects and create sequences of changes. - Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally 	<p>motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. Learners also apply stages of program design through this unit.</p> <p>In the second unit, the children will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>
PSHE	<p>RELATIONSHIPS - What are families like?</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 		

	<p>LIVING IN THE WIDER WORLD - What makes a community?</p> <ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	
MFL	<p>The Seasons (E)</p> <p>What is the weather? (I)</p> <ul style="list-style-type: none"> • 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 • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> • Demonstrate a growing vocabulary • Use a translation dictionary or glossary to look up new words. • Express personal experiences and responses. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. <p>The Seasons (E) - In this unit the children will learn how to: •Recognise, recall and remember the four seasons in French. •Recognise, recall and remember a short phrase for each season in French. • Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.</p> <p>What is the weather? (I) - In this unit the children will learn how to: • Repeat and recognise the vocabulary for weather in French. • Ask what the weather is like today. • Say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols.</p>
RE	<p>What can be done to reduce racism? Can religion help?</p> <ul style="list-style-type: none"> ▪ Religious beliefs, practices and ways of life ▪ Questions of Identity, Diversity, Values and Belonging ▪ The unit makes a particular contribution to work on fundamental British Values (tolerance, respect) ▪ Self-awareness by becoming increasingly alert to the ways humans learn prejudice and the ways people can become less prejudiced; ▪ Respect for all by developing a willingness to learn about racism and how to reduce it from religious plurality and diversity; ▪ Open mindedness by engaging in positive discussion and debate about the benefits of living in a diverse 	

community of many cultures and the challenges of confronting racism, and facing and perhaps welcoming the obvious truth that we do have many disagreements in our society. Open minded people have the skills of disagreeing respectfully and learning from difference. ■ Pupils have opportunities to consider the concept of diversity ■ Pupils have opportunities to consider a diverse range of views about questions of living together, tolerance and respect and prejudice-reduction ■ From the study of beliefs and values in different religions and worldviews, pupils will be able to think about their own experiences and views about race, ethnicity and racial justice in relation to religions and worldviews

Understanding Christianity – Creation

- Place to concepts of God and Creation on a timeline of the Bible's Big story.
- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Describe what Christians do because they believe God is creator (eg follow God, wonder at how amazing God's creation is, care for the earth in specific ways.
- Ask questions about what might be important in the creation story for Christians living today, and for people who are not Christians.

PE

- Play competitive games, modified where appropriate
- use running, jumping, throwing and catching in isolation and in combination
- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety: Oak Class

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

Games:

- To choose appropriate tactics to cause problems for the opposition.
- To use the terms 'opponent' and 'team-mate'.
- To throw and catch a ball with control and accuracy.
- To hold the ball with the correct hand grip and position.
- To learn the rules of the game.
- To maintain possession of a ball, using either feet or hands (as appropriate).
- To learn and develop shooting techniques (i.e. through a hoop or in a goal).
- To pass to team mates at appropriate times.
- To lead others and act as a respectful team member.
- To apply basic principles suitable for attacking and defending.
- To play competitive games, modified where appropriate.
- To use running, throwing, jumping and catching in isolation and in combination.

Football (FITC)

- Dribble with small touches into space with growing confidence.
- Send a football to someone on the team, using different parts of foot.
- Keep a ball under control when receiving a range of passes.
- Understand where space is on a pitch and move into it.
- Mark another player and begin to intercept.
- Mark another player and defend the ball.

- **Swimming - Oak**
- **Gym - Holly and Silver Birch**
- **Dance - Holly and Silver Birch**
- **Hockey - All classes**
- **Handball - Oak and Holly**
- **Football - Silver Birch**

- perform safe self-rescue in different water-based situations.

Dance:

- To plan, perform and repeat sequences.
- To move in a clear, fluent and expressive manner.
- To refine movements into sequences.
- To create dances and movements that convey a definite idea.
- To change speed and levels within a performance.
- To change rhythm and direction within a sequence.
- To develop physical strength and suppleness by practising moves and stretching.
- To perform dances using a range of movement patterns.
- To create and practise moves to convey a mood or feeling.
- To perform a pair or group dance, involving independent, canon and unison sequences.

Gymnastics:

- To plan, perform and repeat sequences.
- To move in a clear, fluent and expressive manner.
- To refine movements into sequences.
- To show changes of direction, speed and level during a performance.
- To travel in a variety of ways, including flight, by transferring weight to generate power in movements.
- To develop flexibility and strength, by using control and balance.
- To create and perform longer and more complex matching/mirroring sequences, giving feedback on how to improve.
- To transition from a shape/travel/roll/jump to a balance, with good body control.
- To begin to share ideas and give positive criticism/advice.

Swimming:

- To breathe while swimming by turning head to the side.
- To develop pool safety skills and how to behave in the water.
- To blow bubbles with face in water.
- To develop stamina when treading water.
- To kick legs with increasing strength to balance the body.
- To hold a horizontal body position when swimming
- To propel body through the water using smooth forward/backwards arm movements
- To swim at the surface and below the water.

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| | | <ul style="list-style-type: none">• To swim competently, confidently and proficiently over a distance of between 25 and 50 metres unaided.• To begin to use different strokes.• To coordinate breathing as appropriate for the stroke being used.• To perform self-rescue in a water-based situation.• To swim fluently with controlled strokes. | |
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Hockey

- to show how to hold a hockey stick and which side to use.
- Use a simple push pass to another team mate.
- Use correct stick technique to stop ball.
- Dribble the ball with increasing speed, using the correct side of stick.
- Begin to approach players to tackle.
- Begin to attempt to score a goal from anywhere.