

Year 3/4 Medium Term Plan Autumn Term 2023/24

Subject	Theme: Tomb Raiders National Curriculum Objectives	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:</p> <ul style="list-style-type: none"> Place Value Addition and Subtraction Multiplication and Division Area (Y4) 		
English	<p>Poetry - Calligrams</p> <p>Non-Fiction - Instructions - Mummification</p> <p>Narrative - Story structure & Setting</p> <p>Non-fiction - Newspapers</p> <p>Non-Fiction - Persuasive leaflets - Presented to class - Egypt</p> <p>Recount - Diary Entry</p> <p>Reading Text - Marcy and the Riddle of the Sphinx, The Firework Makers Daughter, A Mummy Ate My Homework</p>		<p>The children will follow the curriculum with daily reading, writing, spelling and initially phonics lessons.</p> <p>They will have weekly handwriting lessons.</p>
Science	<p>Physics - Electricity</p> <p>Link to DT - Electrical systems simple circuits and switches</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<p>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use straightforward, scientific evidence to answer questions or to support their findings.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic</p>	<p>Pupils will construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils will draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; Pupils will be taught about precautions for working safely with electricity.</p> <p>Pupils will work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some</p>

	<ul style="list-style-type: none"> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions make predictions <p>Electricity:</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors 	<p>parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>materials can and some cannot be used to connect across a gap in a circuit.</p>
History	<p>Ancient Egypt:</p> <ul style="list-style-type: none"> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non- 	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. 	<p>Key Stage History - Ancient Egyptians</p> <p>The children will act as historians to cover a range of aspects of Ancient Egypt including pyramids, the afterlife, gods and pharaohs.</p>

	<p>European societies; achievements and follies of mankind</p> <ul style="list-style-type: none"> ♣ gain and deploy a historically grounded understanding of abstract terms ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed <ul style="list-style-type: none"> • The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt 	<ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Compare some of the times studied with those of other areas of interest around the world. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	
<p>Geography</p>	<p>Human Geography - Links to Egypt</p> <p>Explain own views about locations, giving reasons - including: settlements and land use.</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>Throughout our learning surround Ancient Egypt, the children will locate Egypt using digital technology and an atlas. The will discuss the position of settlements linked to the River Nile.</p>

	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>	<ul style="list-style-type: none"> Describe key aspects of: • human geography, including: settlements and land use. 	
<p>Art</p>	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history - 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. 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 Ensure work is precise. Include texture that conveys feelings, expression or movement. Add materials to provide interesting detail. Replicate some of the techniques used by notable artists, artisans and designers. 	<p>Sculpture - Death Masks</p> <p>Artists - Alaa Awad - Alaa Awad is an Egyptian artist and muralist based in Luxor, Egypt. His public murals and painting encompass the history, dignity and charisma of the Egyptian people.</p>

		<ul style="list-style-type: none"> • Create original pieces that are influenced by studies of others. 	
<p>Music</p>	<p>Charanga:</p> <p>Unit: Let Your Spirit Fly</p> <p>Style: R&B, Western Classical, Musicals, Motown, Soul</p> <p>Unit 2: Glockenspiel Stage 1</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross-curricular links: Introduction to the language of music, theory and composition.</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • use and understand staff and other musical notations 	<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. • Play notes on an instrument with care so that they are clear. <ul style="list-style-type: none"> • Recognise the notes EBDF and FACE on the musical staff • Perform with control and awareness of others. <ul style="list-style-type: none"> • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. 	<p>Unit 1 - Let your spirit fly: This is a six-week Unit of Work. All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>Unit 2 - Glockenspiel: - This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel</p> <p>One Class (Holly) will also have weekly lessons from the Essex Music Service.</p>

<p>DT</p>	<p>Electrical systems simple circuits and switches.</p> <p>Coding see ICT plans</p> <p>Design:</p> <ul style="list-style-type: none"> • 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 <p>Make:</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks. • select from and use a wider range of materials and components <p>Evaluate:</p> <ul style="list-style-type: none"> • 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 <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • understand and use electrical systems in their products [for 	<ul style="list-style-type: none"> • Create series and parallel circuits • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. 	<p>The children will design and make an Ancient Egyptian sarcophagus which will include an electrical circuit. This will link to our unit of electricity in Science this term.</p>
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	<p>example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <ul style="list-style-type: none"> • apply their understanding of computing to program, monitor and control their products. 		
Computing	<p>Computer Systems and Networks - The Internet</p> <p>Stop-frame animation</p> <ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • 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 	<p>Computer Systems and Networks - The Internet</p> <ul style="list-style-type: none"> • To describe how networks physically connect to other networks • To recognise how networked devices make up the internet • To outline how websites can be shared via the World Wide Web (WWW) • To describe how content can be added and accessed on the World Wide Web (WWW) • To recognise how the content of the WWW is created by people • To evaluate the consequences of unreliable content <p>Stop-frame animation</p> <ul style="list-style-type: none"> • To explain that animation is a sequence of drawings or photographs • To relate animated movement with a sequence of images 	<p>Computer Systems and Networks - The Internet</p> <p>Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p> <p>Stop-frame animation</p> <p>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>

	concerns about content and contact.	<ul style="list-style-type: none"> • To plan an animation • To identify the need to work consistently and carefully • To review and improve an animation • To evaluate the impact of adding other media to an animation 	
MFL	<p>Phonics lesson 1&2 (C) I'm Learning French (E)</p> <p>Presenting Myself (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 	<p>I'm Learning French (E)</p> <ul style="list-style-type: none"> • pinpoint France and other French speaking countries on a map of the world. • ask and answer the question 'How are you?' in French. • say 'Hello' and 'Goodbye' in French. • ask and answer the question 'What is your name?' in French. • count to 10 in French. • say 10 colours in French. <p>Presenting Myself (I)</p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. 	<p>I'm Learning French (E)</p> <p>The children will use 'Language Angels' and by the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.</p> <p>Presenting Myself (I)</p> <p>By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p>
PSHE	First Unit - HEALTH AND WELLBEING		

	<p>What strengths, skills and interests do we have?</p> <p>Second Unit - RELATIONSHIPS How do we treat each other with respect?</p>	<p>How to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p> <p>how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns</p>
RE	<p>Judaism - Shabbat</p> <p>Incarnation (UC)</p>	<ul style="list-style-type: none"> • To understand the Jewish people, believe that God made the world in six days and rested on the seventh. So we need to rest after working hard - Shabbat. To understand Shabbat is a day of rest and starts on the Friday night with a special meal including Challah bread. Know that practicing Jewish families don't work, cook, clean, spend money, drive, use telephones or electrical equipment, write or draw during Shabbat. Know that Jews 'say goodbye' to Shabbat by lighting the Havdalah candle, sipping wine and sniffing spice boxes! To understand it is important to look after plants and animals. To realise that other faiths also have special days of rest. <p>Incarnation:</p> <ul style="list-style-type: none"> • Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.

		<p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	
PE	<p>Net + Wall - Dodgeball</p> <p>Dance - Ancient Egyptians</p> <p>Invasion Games - Football</p> <p>Yoga</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate • use running, jumping, throwing and catching in isolation and in combination • Develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety: Oak Class</p> <ul style="list-style-type: none"> • 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] • perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <p>Gymnastics:</p> <ul style="list-style-type: none"> • 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 	<p>Oak and Holly Class will complete a unit of work linked to football skills delivered by FITC. We will also complete a unit of work linked to Net and Wall games</p> <p>In dance and yoga we will develop our flexibility and strength. We will create Egyptian dance sequences.</p>

		<p>sequences, giving feedback on how to improve.</p> <ul style="list-style-type: none">• 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. <p>Swimming:</p> <ul style="list-style-type: none">• Swim between 25 and 50 metres unaided.• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.• Coordinate leg and arm movements.• Swim at the surface and below the water.	
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