

Year 3/4 Medium Term Plan Spring 2024/25 - 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) • Diaries / Character Descriptions / Reports (Take One Book Week - 'The Barnabus Project') • Non - chronological report (Natural Disasters - geography) • Explanation texts - TBC / Wallace and Gromit • Texts: Fiction - The Iron Man, The Children of Green Knowe • 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>Physics - Forces</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • 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 • describe magnets as having 2 poles 	<ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • 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. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>To work scientifically</p>	<p>In Science we will study forces.</p> <p>They will study the different forces around us, including pushes and pulls, friction and gravity. The children will also undertake some experiments across the term.</p>

	<ul style="list-style-type: none"> • predict whether 2 magnets will attract or repel each other, depending on which poles are facing <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"> • Ask relevant questions. • 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>
<p>Art</p>	<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 (Hokusai), architects and designers in history.</p> <p>Exploring Still Life:</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. (Take One Book Week)</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>The children will study the work of Hokusai and 'The Great Wave'.</p> <p>The children will contribute to a class wall hanging where</p>

	<p>To identify the qualities of still life paintings by traditional painters, and to respond in my sketchbook.</p> <p>To explore contemporary still life and respond by making visual notes in my sketchbook.</p> <p>To create my own still life artwork exploring, colour, line and texture.</p> <p>To display the work made through the half term and reflect on the outcomes.</p>	<p>Exploring still life: Explore the work of traditional artists who work within the still life genre.</p> <p>Express my thoughts about the other artists work and talk about the meanings of objects as artists present them.</p> <p>Draw from observation and think about how I can use line, colour, shape, texture, form, and composition to make my artwork interesting.</p> <p>have explored the work of traditional and contemporary artists who work within the still life genre.</p> <p>I can use my sketchbook to make visual notes, record and reflect.</p> <p>I have felt able to express my thoughts about the other artists work and talk about the meanings of objects as artists present them.</p> <p>I can draw from observation and think about how I can use line, colour, form, and composition to make my artwork more interesting.</p>	<p>they will sew their own section.</p> <p>Exploring Still Life: Key vocabulary:</p> <p>Still Life, Genre, Traditional, Contemporary</p> <p>Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground</p> <p>Light, Dark, Tone, Shadow, Colour, Hue, Tint</p> <p>Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D</p>
<p>Music</p>	<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</p> <p>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</p>

			<p>children will be singing and using a range of instruments to perform.</p> <p>One Year $\frac{3}{4}$ Class (Oak) 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 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</p>	<ul style="list-style-type: none"> • • Select appropriate joining techniques. • Understand the need for a seam allowance. • • Join textiles with appropriate stitching. • • Select the most appropriate techniques to decorate textiles. • • Make products by working efficiently (such as by carefully selecting materials). • • 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>	<p>The children will design with textiles by designing and making a square as part of class quilt/wall hanging project</p>

	criteria and consider the views of others to improve their work		
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, 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</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. - 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>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 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>

	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>		
<p>PSHE</p>	<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 		
<p>MFL</p>	<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 	<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>	

	<ul style="list-style-type: none"> • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language 	
RE	<ul style="list-style-type: none"> • Christian / Humanist - What do we mean by truth? Is seeing believing? <p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. • Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts. <p>Children will learn about:</p> <ul style="list-style-type: none"> • Different views about the nature and existence of God • The difference between knowledge, belief and opinion • The complex nature of concepts such as truth and reality • Debates about whether something can be proven • Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things • Use of the term Waheguru and other titles used for God <ul style="list-style-type: none"> • Christian - How do religious groups contribute to society and culture? <p>Children will learn about:</p> <ul style="list-style-type: none"> • Christian teachings about compassion and care for the most vulnerable in society e.g., Agape, "Love your neighbour ..." • Hindu teachings about compassion and care for the most vulnerable in society e.g., seva (to serve selflessly), following dharma (duty). • The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g., Martin Luther King, Mother Teresa, Edith Cavell. • The role of the Hindu community in charity work as an expression of dharma e.g., Sewa UK, Bocharanwasi Shri Akshar Purushtottam Swaminarayan Sanstha. • The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g., Mahatma Gandhi <p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. 	

	<ul style="list-style-type: none"> • Describe ways in which dharma impacts on and influences Hindu life and society. • Describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to Christianity and Hinduism. • Identify ways in which beliefs might make a Christian or Hindu think about how they live their life. 		
PE	<ul style="list-style-type: none"> • 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. <p>Swimming and water safety: Silver Birch</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. 	<p>Games:</p> <ul style="list-style-type: none"> • 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. <p>Gymnastics - Canon and Unison</p> <p>The unit of work will challenge pupils to develop and apply an understanding of canon and unison to create sequences. Pupils will work in small groups to create sequences that combine both canon and unison, using a range of apparatus that flow.</p> <p>Swimming:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Swimming - Silver Birch • Gym - Holly and Oak • Net & Wall Games - All classes • Handball - All Classes

		<ul style="list-style-type: none">• To propel body through the water using smooth forward/backwards arm movements• To swim at the surface and below the water.• 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.	
--	--	--	--