

Wroxall PRIMARY SCHOOL – 2020/21 MEDIUM TERM PLAN – UK Class - YEAR 3/4 – TERM Autumn 1

KEY OBJECTIVES	Week 1 – 7.9.20	Week 2 – 14.9.20	Week 3 – 21.9.20	Week 4 – 28.9.20	Week 5 – 5.10.20	Week 6 – 12.10.20
ENGLISH	<p>Stimulate generate Capture sift and sort</p> <p>Text: Little Red and the Very Hungry Lion by Alex T Smith Becoming familiar with story Building descriptive techniques.</p>	<p>Capture sift and sort. Create refine and evaluate</p> <p>Text: Little Red and the Very Hungry Lion by Alex T Smith Character description</p>	<p>Stimulate generate Capture sift and sort</p> <p>Text: Pumpkin Soup by Helen Cooper</p> <p>Write a recipe for the best pumpkin soup!</p>	<p>Capture sift and sort. Create refine and evaluate</p> <p>Text: Pumpkin Soup by Helen Cooper</p> <p>Outcome: Consider the feelings of the animals in the book. Explore the themes of friendship and loneliness. Write a friendship charter for the animals, using commands.</p>	<p>Stimulate generate Capture sift and sort</p> <p>Text: Tidy by Emily Gravett</p> <p>Outcome: Select an area of the school grounds, take photographs and write a setting description.</p>	<p>Capture sift and sort. Create refine and evaluate</p> <p>Text: Tidy by Emily Gravett</p> <p>Outcome: For different areas of the school write an information guide. Changes made, new buildings, what it used to look like. How we use it now.</p>
MATHS	NPV Addition and Subtraction	NPV Addition and Subtraction	NPV Addition and Subtraction	Addition and Subtraction/ measurement (money and length)	Addition and Subtraction/ measurement (money and length)	Multiplication and Division
SCIENCE	To be able to identify and classify carnivores, herbivores and omnivores.	To be able to construct and interpret a variety of food chains.	To identify the different types of teeth in humans and identify their functions	To explore different ways of keeping teeth healthy	To investigate how the digestive system works.	To be able to describe the functions of the basic parts of the digestive system.
COMPUTING	Computing Systems and Networks	Computing Systems and Networks	Computing Systems and Networks	Computing Systems and Networks	Computing Systems and Networks	Computing Systems and Networks
HISTORY						
GEOGRAPHY	Countries of the World Question: How are countries different?	Re-cap the world's seven continents. Locate the world's countries using maps, including Europe. Identify the position and significance of Equator, Northern and Southern Hemisphere,	Use maps, atlases, globes and google earth to locate countries. Use places and features in the news. Introduce how to use the index in an atlas. Introduce and use the eight points of	Re-cap definitions of human and physical geography and understand the similarities and differences of countries studied including rivers. Understanding key	Children can use correct geographical words (biomes, vegetation belts) to describe a place and things that live there. Use geographical vocabulary (continent,	Use picture maps and globes. Can use plan perspectives to recognise landmarks and basic human and physical features. Children are beginning to use a 4 figure grid reference.

		Arctic and Antarctic Circle. Introduce the Prime/Greenwich Meridian.	a compass. Introduce four-grid reference to build up knowledge of United Kingdom and wider world. Can reach a simple conclusion to the fieldwork question or prediction.	topographical features, mountains (volcanoes), tectonic plates, settlements and Earth's layers.	hemisphere, Equator, grid reference, Northern Hemisphere, Southern Hemisphere, Eastern Hemisphere, Western Hemisphere, country, city).	
P.E.	Football Tag Rugby	Football Tag Rugby	Football Tag Rugby	Football Tag Rugby	Football Tag Rugby	Football Tag Rugby
MUSIC	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
ART AND DESIGN	To identify patterns found at home and in the environment.	To be able to create patterns using rotation, symmetry and reflection (maths link)	<ul style="list-style-type: none"> To be able to create a pattern using stencils. 	To be able to use printing to create a pattern (printing)	To be able to design a pattern for a particular purpose (drawing)	To be able to reflect on a design
DESIGN AND TECHNOLOGY	Stiff / Flexible Sheet Materials Moving Pictures (storybooks)	<ul style="list-style-type: none"> To investigate and evaluate products with lever and linkage systems 	<ul style="list-style-type: none"> To experiment with a range of techniques to create moving mechanisms. 	<ul style="list-style-type: none"> To explore and experiment with a range of different fonts and graphic techniques. 	<ul style="list-style-type: none"> To be able to plan and design a storybook. 	<ul style="list-style-type: none"> To be able to make a storybook with moving mechanisms using a design. To be able to evaluate a finished product
PSHE / RHE	Keeping and Staying Safe Pupils should know Being safe <ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<ul style="list-style-type: none"> How to recognise and report feelings of being unsafe or feeling bad about any adult. 	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	Caring friendships • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,	managing conflict, how to manage these situations and how to seek help or advice from others, if needed	<ul style="list-style-type: none"> Be able to recognize risky situations Be able to identify trusted adults around you Understand the differences between safe and risky choices
R.E.	Jesus' teachings and message. Concept of 'Message'					
French	Moi All about me	Jeux et chansons: Games and songs	On fait la fete! Celebrations	Portraits	Les Quatre Amis The Four Friends	Ça pousse Growing things