

# MEDIUM TERM PLANNING



KS2

YEAR GROUP: 3/4

TERM: Spring 2 (2023-24)

SCHOOL VALUE:	GOLDEN THREADS:	BRITISH VALUES:	DIVERSITY:	KNOWLEDGE OF THE WORLD:	HOOK AND CELEBRATION:	EXPERIENCES / VISITORS:
<ul style="list-style-type: none"> <li>- Courage</li> <li>- Friendship</li> <li>- Respect</li> <li>- Trust</li> </ul>	<ul style="list-style-type: none"> <li>- Guardians of our Environment</li> <li>- Heritage of our area</li> <li>- Forest School</li> <li>- Gardening</li> </ul>	<ul style="list-style-type: none"> <li>- Democracy</li> <li>- The rule of law</li> <li>- Individual liberty</li> <li>- Mutual respect</li> <li>- Tolerance of those of different faiths and beliefs</li> </ul>	Learning about differences in historical time periods and how children's lives have changed. Comparing lives around the world and in Britain.	What was happening during the Victorian and Tudor time periods?	Time periods studied – where are the Tudors and Victorians?  What are children's lives like now?	Tudor and Victorian artefact boxes – Hastings Museum  A day in the life....Victorian and Tudor

	HISTORY	GEOGRAPHY	ART/DT	SCIENCE	MUSIC	R.E	P.E	COMPUTING	RSHE	FRENCH
Unit Title	How have children's lives changed?		Electrical Systems: Torches	Energy: Light and Shadows		Other Faiths: Islam	Netball Forest School	Spreadsheets	Relationships	Ma region (food and shops)
1	To identify how children's lives have changed using a range of sources.			To explain the role of light sources.  <i>WS: To plan and draw a results table.</i>		To identify the foundations of Islam?	To use correct footwork.	To find out how to add formulae to a cell.	To talk about changes and how they might make me feel?	To identify weather in my area.
2	To understand why children worked in Tudor times and what working conditions were like.		To learn about electrical items and how they work.	To compare light reflecting on different surfaces.		To analyse the opening chapter of the Qur'an.	To catch effectively.	To explore how tools can be combined for effect.	To explain how and why we should work as a team?	To describe my area, linked to weather and activities.
3	To understand the types of jobs Victorian children had and their working conditions.		To analyse and evaluate electrical products.	To recognise which materials cast a shadow.  <i>WS: To ask testable questions and plan how to answer them.</i>		To understand why Muslims pray.	To practise the bounce pass	To use the line graphing tool to input and estimate values.	To recognise how my actions and behaviours might affect a team?	To develop the use of quand (when) with weather
4	To understand how Lord Shaftesbury changed children's lives.		To design a product to fit a set of specific user needs.	To summarise how shadows change throughout the day. <i>WS: To evaluate a method.</i>		To research mosques.	To practise the overhead pass.	To use the currency formatting tool.	To pay attention to and respond appropriately to others?	To practise the use of quand (when) with weather and activities.

5	To understand how and why children's leisure time has changed.		To make and evaluate a torch.	To investigate how the distance of the light source affects the size of its shadow.  <i>WS: To find patterns in data and form conclusions.</i>		To show how Muslims celebrate Ramadan.	To use appropriate shooting technique.	To make a resource to teach place value.	To identify why disputes might happen and create strategies to resolve?	To know which shops for buying food and where.
6	To understand which diseases children caught and how they were treated.			To tell a story using shadow puppets.  <i>WS: To recall how different people work with light and shadows.</i>		To demonstrate how festivals and worship matter to Muslims.	To apply skills in a competitive game.		To demonstrate how to be a good friend?	To use language in role-play situations.
<b>END GOAL</b>	Pupils will be able to compare their lives now to what they would have been like in the Victorian and Tudor times. They will be able to find and some will be able to explain reasons for this, using sources of information.		Pupils will follow the design, make and evaluate process to create an electrical, working torch. They will research different types of torches and design a torch, working to a client brief.	Pupils will be able to differentiate between different light sources and know the difference between opaque, transparent and translucent. They will work scientifically throughout the unit, focusing on different scientific enquiry types and research models.		Pupils will learn about the Islamic faith through the Qu'ran, prayer, mosques and celebrations. This will allow them to demonstrate their understanding of how festivals and worship matter to Muslims.	Pupils will develop their teamwork skills over the unit to play in competitive matches. They will work on their footwork, throwing, catching and shooting techniques.	Pupils will focus on using and applying spreadsheet skills. They will be able to use tools individually and combined and apply this to different features of a spreadsheet. They will focus their skills on line graphing and showcase their understanding in place value.	Pupils will learn about how to work in a team and be a good friend. They will practise reading other's feelings, using a variety strategies to support themselves and others.	Pupils will already be able to describe what there is in the town where they live. They will know details about weather and what they buy where. Food focus: la boulangerie, le boucherie etc.