

**Year 3/4 Medium Term Plan Spring 2023/2024**

Theme	Theme: The Circle of Life  National Curriculum Objectives	Milestones	Skills / Overview of learning
Maths	See separate plan	Multiplication & Division Fractions Decimals (Year 4) Length and Perimeter Mass and Capacity (Y3)	The children will follow the curriculum with daily lessons in Maths groups linked to the White Rose Maths Scheme of Learning.
English	<ul style="list-style-type: none"> <li>Poetry styles (Cinquains &amp; Calligrams)</li> <li>Extending the narrative (The Lion King)</li> <li>Character description - 5 Children and It</li> <li>Setting Description (The Last Garden)</li> <li>Non-chronological report (Fact file - animals)</li> <li>Balanced Argument</li> <li>Reading Texts - 5 Children and it, The Last Garden, The Midnight Fair (Take One Book Week)</li> <li>Narrative - The Midnight Fair</li> </ul>		<p>The children will follow the curriculum with daily reading, writing and spelling lessons.</p> <p>They will have weekly handwriting lessons.</p>
Science	<p>Science - Living things and their habitats and plants</p> <p><b>Plants</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room</li> </ul>	<p>Plants Biology-</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <ul style="list-style-type: none"> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>Investigate the way in which water is transported within plants.</li> </ul>	<p>The children will be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</p> <p>The children will use the local environment throughout the year to raise and answer</p>

	<p>to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b>Living things and their habitats</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<ul style="list-style-type: none"> <li>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.             <ul style="list-style-type: none"> <li>Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.</li> </ul> </li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p>Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <ul style="list-style-type: none"> <li>Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.</li> </ul> <p>Identify how plants and animals, including humans, resemble their parents in many features.</p> <ul style="list-style-type: none"> <li>Identify how animals and plants are suited to and adapt to their environment in different ways.</li> </ul> <p>Explore and use classification keys.</p> <p><i>To work scientifically</i></p>	<p>questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. Pupils will put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.</p>
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Geography	<p>Human &amp; Physical Geography Habitats and Weather</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> <p>Geographical Skills and Fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (Link with Fingringhoe)</p> <p>Describe and understand key aspects of physical geography</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> </ul> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these</p> <p>Describe geographical similarities and differences between countries.</p>	<p>In geography the children will study a variety of habitats around the world. They will consider the human and physical features of locations. We will use the local environment to study habitats and the physical and human characteristics.</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 - Craft/3D Sculpture - bird boxes (links with DT)</p>	<p>Drawing: Use different harnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</p> <p>Replicate some of the features used by notable artists Collect information, sketches and resources.</p>	<p>In Art, the children will sketch plants using shading and different pencil markings. They will also study a notable artist using this to influence their work.</p>

	<p>To improve their mastery of art and design techniques - digital media - plants &amp; animals (links to computing)</p> <p>About great artists, architects and designers in history - Local artist - Lucy Tiffney</p>	<p>Create original pieces that are influenced by studies of others. Comment on artworks using visual language Explore ideas in a variety of ways.</p> <p>Sculpture: Join materials using a variety of techniques and fasteners - glue, split pins, paper clips, staples, fabric Use strengthening techniques to make model stronger Work in different scales - miniature, small, large, life size Create a simple frame from wood, using triangle corners to strengthen Build up from a flat surface Make thoughtful choices of the materials to use in model. Use a range of materials and techniques</p>	<p>Linked to D&amp;T the children will make bird boxes using sculpture techniques.</p> <p>We will also be studying African Art during our Multi-Cultural Whole-School Arts Week.</p>
Music	<p>Charanga STOP!</p> <p>LEAN ON ME</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"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• • Maintain a simple part within a group.</li> <li>• • Pronounce words within a song clearly.</li> <li>• • Show control of voice.</li> <li>• • Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Compose and perform melodic songs.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• To confidently identify and move to the pulse.</li> </ul>	<p>STOP - This is a Unit of Work that builds on previous learning. All the learning is focused the song: Stop! - a rap/song about bullying. The children will learn about the interrelated dimensions of music through games, singing and composing.</p> <p>LEAN ON ME - A Soul/Gospel Song by Bill Withers The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>

			Ukulele - Oak Class
DT	<p>Frame structures 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 ♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their</p>	<ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> <li>• Choose suitable techniques to construct products</li> <li>• Strengthen materials using suitable techniques.</li> <li>• Improve upon existing designs, giving reasons for choices.</li> </ul> <p>POP small scale structures to design and model bird hide for forest school area Develop cutting and joining skills using cutting tools and bench hooks</p> <p>Investigate structures using straws first thinking about stability and strength/rigidity Dragon's den evaluation of peers</p>	<p>Linked to Art, the children will research, design and create a bird hide or bug house. They will use their scientific knowledge on habitats to decide where best to place their hide.</p>

	<p>own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		
Computing	<p><b>Programming A:</b> Repetition in shapes</p> <p><b>Branching Databases</b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• Select, use and combine a variety of software (including</li> </ul>	<ul style="list-style-type: none"> <li>• To identify that accuracy in programming is important</li> <li>• To create a program in a text-based language</li> <li>• To explain what repeat means</li> <li>• To modify a count-controlled loop to produce a given outcome</li> <li>• To decompose a task into small steps</li> <li>• To create a program that uses count-controlled loops to produce a given outcome</li> </ul> <ul style="list-style-type: none"> <li>• To create questions with yes/no answers</li> </ul> <ul style="list-style-type: none"> <li>• To identify the attributes needed to collect data about an object</li> <li>• To create a branching database</li> <li>• To explain why it is helpful for a database to be well structured</li> <li>• To plan the structure of a branching database</li> <li>• To independently create an identification tool</li> </ul>	<p>This unit looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p> <p>Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create</p>

	<p>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> <ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly</li> </ul>		<p>physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p>
MFL	<p>French: I can / At the café</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a growing vocabulary</li> <li>• Use a translation dictionary or glossary to look up new words.</li> <li>• Express personal experiences and responses.</li> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Ask and answer simple questions and talk about interests.</li> </ul> <p>Take part in discussions and tasks.</p>	<p>The children will use 'Language Angels' to be introduced to a range of French fruits and things that can do .</p> <p>Through repetition they will learn the names of them and begin to write them in French.</p>





	<p>What do Muslims believe about God?</p> <p>Muslim</p>	<p>religious communities). • Utilitarianism or Hedonism as a way of making moral decisions.</p> <p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• The concept of Tawhid. • The impact of Tawhid on Muslims. • The impact of the Qur'an containing the actual words of God. • How the existence of God is explained in Muslim teachings. • How the Muslim view of deity differs from that of other religions.</li> </ul>	<p>Children will be able to: • Show awareness of the Qur'an as the supreme source of authority • Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. Begin to understand this in the context of the three Abrahamic religions (Judaism, Christianity, Islam) • Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. • Recognise that there are many different answers to the question, 'What is God like?'</p>
PE	<ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate</li> <li>• Football -FITC (Oak Class)</li> <li>• use running, jumping, throwing and catching in isolation and in combination</li> </ul> <p>Swimming - SB (Silver Birch Class)</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front</li> </ul>	<ul style="list-style-type: none"> <li>• Compete with others and aim to improve personal best performances.</li> </ul> <p>Follow the rules of the game and play fairly.</p> <p>Pass to team mates at appropriate times.</p> <p>Lead others and act as a respectful team member.</p> <p>Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</p> <ul style="list-style-type: none"> <li>• Coordinate leg and arm movements.</li> <li>• Swim at the surface and below the water.</li> </ul>	

	<p>crawl, backstroke and breaststroke]</p> <p>Gymnastics develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Swim between 25 and 50 metres unaided.</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p> <p>Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <p>Swing and hang from equipment safely (using hands).</p>
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