

Medium Term Planning Overview- Cycle 1-Term 4. Team: 3&4

MTP clear end goals, progression of skills, what does that look like in a task/lesson, key vocabulary, and a key focus
(artist, composer etc)



Subject: Science	
<p>Prior learning: Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	
<p>Concept: (Big question) What do Animals need to stay Alive?</p> <p>Identify that animal, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	
<p>Vocabulary: Nutrition, skeleton, Muscles, joints, Enquiry, patterns</p>	
1	<p>LO: Let's learn what nutrients our bodies need to function.</p> <p>Task: Using labels in books children to sort food into categories.</p>
2	<p>LO: Let's learn what food animals need to survive</p> <p>Task: Create a pie chart and presentation about herbivores and carnivores.</p>
3	<p>LO: Let's learn about the Skeleton</p> <p>Task: Create own skeleton, connecting the correct bones and label some of the bones</p>
4	<p>LO: Let's learn about Muscles</p> <p>Task: Create a model of a socket and muscles using elastic bands and cardboard rolls.</p>
5	<p>LO: Let's learn to create an enquiry to answer a question.</p> <p>Task: Record data from an investigation in a scatter gram</p>
6	<p>LO: Let's learn to evaluate and find patterns from an enquiry</p> <p>Task: Write evaluation from results recorded.</p>
<p>End point:</p> <ul style="list-style-type: none"> • To Know that animals cannot make their own food • To be able to record using drawings. • To be able to report on findings from enquiries. • To know that humans and some animals have skeletons and muscles for support, protection and movement • To be able to identify the correct type of enquiry to answer a question. 	

Subject: ICT	
<p>Prior learning: Classifying animals in T2 - using 2Question (T2 Science)</p> <p>Animal groups, living things and their habitats (T2 Science)</p> <p>Spreadsheets, data collection, inputting and examining data (T3 ICT)</p> <p>Pictograms, presenting data through pictures and graphs (T2 & 3 ICT)</p>	
<p>Concept: Let's learn to classify data using branching databases.</p>	
<p>Vocabulary: data, database, branching, binary tree, classify, sort, question,</p>	
1	<p>Internet Safety: Separate folder for internet safety/online wellbeing.</p> <p>To understand appropriate behaviours online and appropriate choices.</p> <p>Task:</p> <p>The attached speech bubbles can be laminated and used throughout topics, but aids purposeful group talk around the situation prompts on the powerpoints. Mix the sentence starters up and hand them out to pupils (LA to have 'I think that...' to ensure accessibility, and then other pupils can extend or challenge these ideas) Or, hand out randomly.</p> <ul style="list-style-type: none"> - Drop in on all group conversations - some interesting safe-guarding concerns came up when I did this last term. <p>Remind children of age-related PEGI restrictions/BBFC Ratings</p>
2	<p>To understand the use of yes/no questions in databases and branching trees.</p> <p>Task:</p> <ul style="list-style-type: none"> - Following links on the powerpoint, play 'Guess Who' as a whole class to recap their understanding of appropriate, effective questioning and sorting.

	<ul style="list-style-type: none"> - Cover vocabulary - Classify animals using Purple Mash link as whole class - modelling use of vocabulary linked to our science topic and what we have learnt from this lesson. Do one animal group, and allow pupils to go off and complete this game. We can assess their understanding from their results.
3	<p>To create a branching database on 2Question</p> <p>Task:</p> <ul style="list-style-type: none"> - using flipchart or whiteboard, create branching database with children about animals, using their suggestions for questions and debating their effectiveness as a class - Show 2Question example of animal classification - Children to create their own classification database on animals - <p><i>If far along enough in the term - you could use this as an assessment of their understanding of science focus and link the two - sorting animals by characteristics using animals as the class example but assigning pupils the task of sorting food groups and their effects on our bodies etc. using yes/no questioning</i></p>
4	<p>To create a branching database of their own choice - independent task</p> <p>Task:</p> <ul style="list-style-type: none"> - model creation of branching database based on your choice of theme - animal's food etc. - have a look at the example I've added to the PowerPoint and have the children assess what i have done. Where have I gone wrong? How would they 'debug' it? - children to then create their own database on purple mash - they should be relatively confident now and able to do the majority alone. Those children who need it - they could do a practical activity to plan their database using the pictures attached in L3 folder. Will need assistance with questioning.
5	<p>To create a branching database of their own choice - independent task</p> <p>Task: editing and debugging their database. This could be done with half the class doing an alternative activity so that you can closely monitor and help children debug and improve their databases.</p> <ul style="list-style-type: none"> - alternatively, this could be a part of lesson 3 as you may block out some sessions. Therefore, some pupils will inevitably reach this point before others. - Those who finish early, can share their work on the class blog to assess and evaluate each other's databases.
<p>End point:</p> <p>Using branching databases (both written and digital) to classify and sort data.</p> <p>To understand how to use appropriate questioning to classify data.</p>	

Subject: Music – Amazon Adventures	
Prior learning: Appraisal, pitch, tempo, dynamics, duration, listening, composing, performing.	
Concept: Appraisal of music linked to the Amazon, listening, composing and performing.	
Vocabulary: appraise, pitch, tempo, dynamics, duration, song, lyrics, verse, chorus, names of instruments, semibreves, minims, crotchets, quavers, improvise, compose, notation.	
Key Music: Villa-Lobos, Sash, El Condor Pasa, Shakira, Destiny's Child, 'Talking Drums' example,	
1	<p>LO: Let's learn to appraise music.</p> <p>Task: Appraise music based on the Amazon in writing (composers from and inspired by the countries of Brazil, Ecuador, Peru and Colombia). Describe how the music makes you feel and also use musical vocabulary to describe the songs.</p>
2	<p>LO: Let's learn to sing 'Survivor'</p> <p>Task: Appraise, learn and perform 'Survivor' by Destiny's Child</p>
3	<p>LO: Let's learn to play notated music.</p> <p>Task: Learn about the value and notation of semibreves, minims, crotchets and quavers. Using clapping or percussion give the group a range of rhythms to perform that include using semibreves, minims, crotchets and quavers.</p>
4	<p>LO: Let's learn to improvise musical ideas.</p> <p>Task: Explain that drums were used to send messages and communicate by cultures living in forested areas. The drums served as an early form of long-distance communication and were used during ceremonial and religious functions. Children to think about a range of messages that they could send to their group ('hello', 'danger', 'home-time' etc.) and explore how to play them on the percussion instruments in small groups.</p>
5	<p>LO: Let's learn to notate music.</p> <p>Task: Recap about musical notation and write up our drum messages using notation.</p>
<p>End point:</p> <ul style="list-style-type: none"> • Knowledge of music from around the world. • Confidence to perform (sing and with instruments). • Ability to improvise and compose. • Skills to notate music using western notation. 	

Subject: RE	
Prior learning: Y3: Recognise that stories of Jesus' life come from the Gospels Y4: Jesus is part of the trinity - To know that Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers	
Concepts: What kind of world did Jesus want? Gospel	
Vocabulary: gospel, disciple, example	
1	LO: Identify the 4 gospels – why are these books of the Bible unique? Why are they so important to Christians? Task: Vocabulary finder Calling of the First disciples – Key Verses: Matthew 4: 18-22
2	LO: How does the story of Jesus healing the leper help us to know what world Jesus wants? Key Verses: Mark 1:40-44 Task: Create newspaper article about The Good News children have discovered about Jesus today.
3	LO: How does Jesus' love others? – The Good Samaritan Task: Write around the image qualities of the good Samaritan Key verses: Luke 10:25-37
4	LO: To find evidence of the work churches are doing to help create a world that Jesus wanted Task: Explore church activities and link to verses that children have been exploring in The Bible.
5	LO: Let's learn how Christians try to put Jesus' teaching into practice. Task: Interview with Church workers. What difference does Jesus's teaching make to their weeks?
6	Good News: Easter Activity: Children to create Easter cards sharing the good news of Easter.
End point: Christians strive to be like Jesus. They want to know him better and better.	

Subject: Art	
Prior learning: Children created simple prints in T2.	
Concept: Painting/Brush Strokes, Layering/Collage, Drawing and Printing / Pattern making	
Vocabulary: collage, print, foreground, middle round, background, layering, colour, pattern, tile	
1	LO: Let's learn how to create collage in the style of Henri Rousseau.(Artist in the past) Task: Create background, middle ground, and foreground.
2	LO: Let's learn how to create a piece of artwork in the style of Dan Fenelon.(Artist in the present) Task: Children will create a piece of work in the style of Dan Fenton. They will use lines, dots and strokes to create an image.
3	LO: Let's learn how to create a Mayan symbol print. Task: To design and plan their own glyphs in their sketch books using Mayan glyphs as inspiration.
4	LO: Let's learn how to create a Mayan symbol print. Task: They will use their string tile print blocks to create their prints using their chosen complementary colours.
End point: To create own print in style of Mayan Art. Children will make their own tile print.	

Subject: PHSE	
Prior learning: Children have covered aspects of keeping their body healthy in Year 1 and 2. They know basic information about keeping their body healthy through sensible choices.	
Concept: Children understand that various aspects of their life and choices they make will have an impact on their health and fitness	
Vocabulary: oxygen, lungs, healthy, heartbeat, challenge, goal, drugs, safe, anxious, worried, nervous, harmful,	
1	LO I understand how exercise affects my body and know why my heart and lungs are such important organs Task - After feeling the effects of exercise think: How can you make your hearts and lungs fitter?
2	LO I understand how exercise affects my body and know why my heart and lungs are such important organs TASK - Children to set themselves a fitness challenge to complete during this term.
3	LO - I can tell you my knowledge and attitude towards drugs TASK – Children listen to a story then draw a picture to illustrate how they feel about drugs
4	LO - Let's learn how to identify things, people and places that I need to keep safe from TASK – Children complete a template for keeping safe in various situations/ people/ things. Can be used to create a class/school book.

5	LO - Let's learn how to keep ourselves safe from harmful substances TASK- Children are able to explain where would be safe to keep harmful substances
6	LO- Let's learn how complex our bodies are and the importance of taking care of them TASK – Working in groups create an advert that explains how amazing the human body is
End point: Children understand why it is important to keep their bodies healthy. Children are able to explain why making healthy choices such, as being aware of the harmful effects of drugs, are important to their future selves.	

Subject: English	
Prior learning: Children have just completed a structured write about Charlie and the chocolate factory. They have been immersed in the world of chocolate. We looked at creating similes to write about sweets and chocolate.	
Concept: Where does our food come from? What is Fair trade?	
Vocabulary: Fair trade. Cocoa, Cacao tree, harvested, sub-title	
1	LO: Let's learn to write effective sentences about where chocolate has come from. Task: Jane Considine writing to create structured, informative sentences about where chocolate comes from.
2	LO: Let's learn to write effective sentences about Fairtrade. Task: Drama to imbed understand of fairtrade. JC writing to create effective explanatory sentences.
3	LO: Let's learn to use headings and sub-headings to organise our ideas. Task: Create suitable headings for sections of writing/ To use sub-headings to plan for their leaflet
4	LO: Let's learn to make a leaflet Task: Create leaflet sharing information learnt about fair trade and chocolate.
End point: To create a leaflet. Skills taught/revisited: Fact Finding, sub-titles, headings, persuasive writing, conjunctions, simile	

Subject: English Persuasive Letter	
Prior learning: We have not covered persuasive writing so far in Year 3 /4 in 22-23 curriculum	
Concept: What is a persuasive text? What is deforestation? How do we write a letter in the correct format?	
Vocabulary: Amazon, rainforest, logging, persuasive, rhetorical questions, power of three, direct address, modal verbs, fact, opinion, repetition, emotive language, hyperbole	
1	LO - To become familiar with the story of The Great Kapok Tree TASK - To act out the story using musical instruments and parts of the book
2	LO - To be able to answer retrieval and inference questions on the story of The Great Kapok Tree TASK - to work as a group/pair/ individual to answer questions based on the book.
3	LO - To identify the features of persuasive writing TASK - working in pairs walk around the classroom and read the different statements and find the correct category that the sentences belong to (direct address, modal verbs, fact, opinion, power of three, rhetorical question, repetition, emotive language, hyperbole)
4	LO – To independently identify the features used in persuasive language TASK- using an unfamiliar text the children find statements that fit in with the different features of persuasive language. Harder text for HA
5 and 6	LO – To gather information and ideas for a persuasive piece of writing Task – Using different fact sheets/ the internet children gather information ready to use in their own persuasive letter.
7 and 8	LO – To know how to structure and draft a persuasive letter TASK – Write a persuasive letter using the skills that they have learnt
9	LO- to edit their persuasive letter Task – children read through and publish their own letter correcting mistakes and improving language structure
10	LO – To 'publish' my work TASK – to create a final piece of writing
End point: All children with varying degrees of support write a persuasive letter to stop a logging company from causing more deforestation in the rainforest.	

Subject: History - Who were the Mayans and how do we know what was important to them?		
Prior learning: Romans, Stone Age-Iron Age		
Key Concept/ Theme; Civilisations		
Next Steps in Learning; Ancient Greece, Shang Dynasty		
Vocabulary: monument, pyramid, temple, jungle, warrior, codices, calendar, astronomy, stelae, hieroglyphs, cacao, warrior		Historical Concepts
1.	Who were the Maya? Why do we study them? <i>To know who the Mayans are and what impact they had on my life</i> Activity 1; Gallery Activity 2; Spectrum of importance Activity 3; Dear Producer	Significance
2.	When so much of the land they lived in was mountain and jungle, how did the Maya manage to become so important? <i>To know who the Mayans are and what impact they had on my life</i> Activity 1; Diamond Hierachy Reflection speech bubble	Perspective Empathy Significance
3	What was everyday life in Mayan civilization? How different was it for rich and poor? <i>To know how the Mayans lived</i> Activity; Write a Time Traveller's guide to the city	Similarity and Difference Empathy
4 & 5	How can we possibly know what life was like for the Mayan people 1,000 years ago? <i>To know that lots of sources give us information about the past</i> Activity A Storytelling Activity B Zones of Inference Activity C Prove it! Activity D Call My Bluff Activity E Curator's Dilemma	Sources and Evidence
6/7	Why did the Mayan empire decline? How can we solve the riddle of why the Mayan empire ended so quickly? To understand factors which may have contributed to the fall of the Mayans To compare with the fall of other civilisations Activity; Debate which factor they believe to be the reason for the fall of the Mayans. Understand that it likely to be interlinking factors and not one stand alone.	Cause and Consequence
End points: To place Mayans on a timeline of world history and explain their lasting impact. To be able to compare and contrast the Mayans with future historical studies.		

Subject: Geography – How do people live in South America?		
Prior learning: Human features, Weather and Climate, Continents and Oceans,		
Key Concept/ Theme; Geography of South America (Place knowledge)		
Vocabulary: settlement, city, megacity, town, village, river, fertile, land use, agriculture, equator, , biome, humid, climate, southern hemisphere		Geographical Concepts
1.	Where is South America? What are the important features? <i>To locate the countries that make up South America</i> To discover and locate the main physical and human features of South America Activity; Map work and atlas skills	Locational Knowledge Physical and Human processes
2.	Does everyone in South America live in the rainforest? What's it like to live in Rio? Understand most people chose to live in urban areas, many in cities and megacities Explain why people live in cities Explore what life is like in modern day cities- is it the same for rich and poor?	Perspective Empathy Significance

	<p>Activity- Record 'pull' factors of Rio Reflect on positives and negatives of a large city</p>	
3	<p>How is Brazil different from the UK? Are there any similarities? <i>Let's explore Brazil</i></p> <p>Activity; Compare and contrast different physical and human features of Brazil and the UK Extend to cultural similarities and differences</p>	<p>Similarity and Difference Empathy Physical and Human processes</p>
4	<p>Where are rainforests located in the world? Why? Let's explore the location of the rainforests</p> <p>Activity 1; Explore the idea of the Equator and a biome. Activity 2; Locate rainforests on a world map. Activity 3; What type of weather patterns are found there? Why does this create rainforests?</p>	<p>Physical processes Locational knowledge</p>
<p>End points: Pupils; Know where South America is in relation to the rest of the world and locate it on a map. Recognise the varied human and physical geography and can contrast the location as a geographer. Use and apply an atlas to discover information in response to questions. Use appropriate geographical vocabulary in increasing complexity. Discuss advantages of living in a city and start to understand 'pull' factors.</p>		