

## Southminster Medium Term Planning – Foundation Subjects

- Science – weekly
- PSHE – weekly following Jigsaw
- PE – weekly following GetSet4PE
- RE – weekly – see separate planning

### **Year Group and Class – Year 3 and 4** **Half term – Spring 2 (2022-23)**

**I wonder question –** How has theatre changed over time?

	Week 1 (WC 20-02)	Week 2 (WC 27-02)	Week 3 (WC 06-03)	Week 4 (WC 13-03)	Week 5 (WC 20-03)	Week 6 (27-03)
<p><b><u>Science</u></b></p> <p><b>Physics –</b> Light</p>	<p>Objectives</p> <p>Skills To find links between scientific technologies.</p> <p>L.I. I can recognise and understand the importance of light.</p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Skills To find links between scientific technologies. To carry out scientific investigations. To report and explain findings.</p> <p>L.I. I can explore how light is reflected.</p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Skills To find links between scientific technologies. To carry out scientific investigations. To report and explain findings.</p> <p>L.I. I can investigate how refraction changes the direction of light travel.</p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers.</li> </ul> <p>Skills To solve challenging problems.</p> <p>L.I. I can understand what is meant by a series circuit.</p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> </ul> <p>Skills To solve challenging problems.</p> <p>L.I. I can understand and discuss the term complete circuit.</p>	
<p><b><u>Geography</u></b></p> <p><b>Locational and Place Knowledge</b></p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>• Identify the parts of the globe, including position of latitude longitude, equator, Northern</li> </ul>	<p>Objectives</p> <ul style="list-style-type: none"> <li>• Locating key physical features in Brazil, including – rainforest, hills, mountains (such as</li> </ul>				

<p><b>Physical Knowledge</b></p>	<p>Hemisphere, Southern Hemisphere, the Tropics and Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <ul style="list-style-type: none"> <li>Identify and locate volcanoes in Brazil - namely Trindade and Martim Vaz and Pico do Cabugi.</li> <li>Locating human features in Brazil, including Christ the Redeemer, São Paulo Cathedral, Parque Hopi Hari, Estádio Fonte Nova.</li> <li>Locating Brazil on a map including major landmarks – such as Christ the Redeemer, São Paulo Cathedral, Parque Hopi Hari, Estádio Fonte Nova.</li> </ul> <p>Skills To use geographical resources (including maps) To use geographical vocabulary.</p>	<p>Pico do Jaraguá – the highest mountain in the city), plains, highlands and scrublands.</p> <p>Skills To use geographical resources (including maps) To understand and explain physical features. To compare locations. To use geographical language and vocabulary.</p> <p>L.I I can explore physical geography within Brazil. L.I I can make comparisons between Brazil and the United Kingdom.</p>				
----------------------------------	---	---	--	--	--	--

	<p>To ask and answer geographical questions.</p> <p>L.I. I can understand the parts of the globe.</p> <p>L.I I can locate Brazil and understand volcanic activity.</p> <p>L.I I can explore and locate human features in Brazil.</p>					
<p><b>Art</b></p> <p>Collage</p>		<p>Objectives</p> <ul style="list-style-type: none"> <li>• Skills</li> </ul> <p>To take inspiration and respond to art.</p> <p>L.I I can explore the work of an artist.</p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p>Skills</p> <p>To take inspiration and respond to art.</p> <p>To use cutting and fixing techniques.</p> <p>To sculpt with a range of resources.</p> <p>L.I I can explore a range of materials.</p> <p>L.I I can use a range of materials to create an art piece (may require 2 lessons).</p>			
<p><b>Computing</b></p>			Objectives	Objectives		

<p><b>(4 Lessons)</b></p> <p>Using the internet Presentation</p>			<ul style="list-style-type: none"> <li>• Find relevant information by browsing a menu.</li> <li>• Use note-taking skills to decide which text to copy and paste.</li> <li>• Use tabbed browsing to open two or more web pages at the same time.</li> <li>• Open a link in a new window.</li> </ul> <p>Skills To collect, organise and present data.</p> <p>L.I I can gather information about a topic.</p>	<ul style="list-style-type: none"> <li>• Manipulate text, underline text, centre text, change font and size.</li> <li>• Use 'save picture as'</li> <li>• Search for an image, then copy and paste it into a document.</li> <li>• Combine text, images and sounds.</li> <li>• Insert sound-recordings into a multi-media presentation.</li> <li>• Create a presentation that moves from slide to slide.</li> </ul> <p>Skills To collect, organise and present data. To communicate through APPs and devices (<b>focus – PowerPoint</b>)</p> <p>(L.I's under same L.I but with a different focus each lesson)</p> <p>L.I I can build a presentation (<b>focus manipulating text</b>)</p>		
--	--	--	--	--	--	--

				<p>L.I I can build a presentation (<b>focus adding images and sound</b>)</p> <p>L.I I can build a presentation (<b>focus – transitions</b>)</p>		
<p><b>MFL – French</b> Fruit</p>					<p>Objective:</p> <ul style="list-style-type: none"> <li>• Develop vocabulary; make and recognise fruit in French.</li> <li>• Spell nouns with correct gender.</li> <li>• Understand that nouns have different articles/determiner based on gender.</li> </ul> <p>Skill To communicate with others using simple words or short phrases. To communicate with others with improved confidence and accuracy. To read familiar words and short phrases. To understand the concept of noun gender.</p> <p>L.I. I can explore fruit in French using the correct determiner.</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Develop vocabulary; make and recognise fruit in French.</li> <li>• Spell nouns with correct gender.</li> <li>• Understand that nouns have different articles/determiner based on gender.</li> </ul> <p>Skill To communicate with others using simple words or short phrases. To communicate with others with improved confidence and accuracy. To read familiar words and short phrases. To understand the concept of noun gender.</p> <p>L.I. I can use recall to write French vocabulary.</p>

					<p>L.I I can revise and learn French vocabulary.</p> <p>L.I I can explore singular and plural French vocabulary.</p>	<p>L.I I can communicate an opinion in French.</p> <p>L.I I can revise learnt vocabulary / L.I I can communicate in French.</p>
Two-page spread						<p>L.I I can present information that I have learnt.</p>