

Southminster Medium Term Planning – Foundation Subjects

- Science – weekly
- PSHE – weekly
- PE – weekly
- RE – weekly – see separate planning

Year Group and Class – Year 3 and 4 **Half term – Autumn 1 2022**

I wonder question – What do the Mayans have in common with space travel?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science Physics - Rocks	Objectives • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Skills To use scientific vocabulary L.I. I can explore the different types of rocks	Objectives • Compare and group together different kinds of rocks on the basis of their simple, physical properties. Skills To use scientific vocabulary L.I. I can explain how different rocks are formed.	Objectives • Compare and group together different kinds of rocks on the basis of their simple, physical properties. Skills To raise questions about working scientifically L.I. I can compare the different types of rocks	Objectives • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Skills To raise questions about working scientifically L.I. I can explain how fossils are formed	Objectives • Recognise that soils are made from rocks and organic matter. Skills To use scientific vocabulary To raise questions about working scientifically L.I. I can discuss how soil is formed	Objectives Investigate materials This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed. Skills To carry out scientific investigations To report and explain findings L.I. I can use scientific language to answer a question.

						Is the soil in Southminster the same in all areas? Why might this be true or false?
<p>History</p> <p>Non-European society that provides contrasts with British history</p> <p>Monarchy / empire</p> <p>Military and Political (parliament)</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. <p>Skills</p> <p>To use chronology</p> <p>To use historical vocabulary</p> <p>To ask historical questions</p> <p>L.I. I can use chronology</p> <p>L.I. I can place people on a timeline</p> <p>L.I. I can compare eras</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. <p>Skills</p> <p>To interpret and compare sources</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. <p>Skills</p> <p>To question and explain events of the past</p> <p>To ask historical questions</p> <p>L.I. I can compare the past to the present</p>			

		<p>To question and explain events of the past To gather evidence</p> <p>L.I. I can describe the Mayan Empire L.I. I can explain cultures of the past L.I. I can explain how people in the past ruled</p>				
<p>DT</p> <p>Materials (Mayan Masks for show)</p>			<p>Objectives</p> <ul style="list-style-type: none"> • Measure and mark out to the nearest millimetre. <p>Skills</p> <p>To design with a purpose</p> <p>L.I. I can take inspiration from artists and the past L.I. I can sketch designs with a purpose and accuracy.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. <p>Skills</p> <p>To construct and assemble products</p>		

				<p>To evaluate, refine and improve To explore and compare product design</p> <p>L.I. I can use a range of joining techniques to make a product. L.I. I can refine a product. L.I. I can evaluate a product.</p> <p>Show parents at the end of the day – 3pm? TBC</p>		
<p>Computing</p> <p>Online safety</p>					<p>Objectives</p> <ul style="list-style-type: none"> • Give examples of the risks posed by online communications. • Understand the effect of online comments and show responsibility and sensitivity when online. <p>Skills</p> <p>To use online platforms appropriately To be safe and responsible</p>	

					<p>L.I. I can understand how to stay safe online.</p> <p>L.I. I can understand how to communicate responsively online.</p> <p>L.I. I can understand the risks of online platforms.</p>	
MfL					<p>Objective:</p> <p>Skill To speak aloud To listen and understand</p> <p>L.I. I can listen and repeat words L.I. I can copy and repeat</p>	<p>Objective:</p> <p>Skill To speak aloud To listen and understand</p> <p>L.I. I can say phrases L.I. I can respond to a phrase</p>
Two-page spread						<p>L.I. I can share my knowledge of The Mayans</p>