

## 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 – Autumn 2 2022**

**I wonder question** – How did Van Gogh express himself?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Science</b>  <b>Chemistry</b> – Water Cycle	Objectives • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Skills To use scientific vocabulary.  L.I. I can understand what is meant by the water cycle.	Objectives • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Skills To use scientific vocabulary.  To report and explain findings.  L.I. I can understand how	Objectives • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Skills To raise questions about working scientifically.  To use scientific vocabulary.  To report and	Objectives • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Skills To use scientific vocabulary.  L.I. I can understand what is meant by precipitation.	Objectives • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Skills To use scientific vocabulary.  To raise questions about working scientifically.  L.I. I can work scientifically to create a water cycle.	Objectives • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Skills To use scientific vocabulary.  L.I. I can explain each stage of the water cycle.	

		water evaporates.	explain findings.  L.I. I can investigate condensation in the water cycle.				
<b><u>Geography</u></b>  <b>Physical Knowledge</b> <b>Human Geography</b>	Objectives • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanos and earthquakes, and the water cycle. • Describe and understand key aspects of: human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources	Objectives • Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  Skills To ask and answer geographical questions.  To compare locations (including local)					

	<p>including energy, food, minerals and water.</p> <p>Skills To use geographical language and vocabulary.</p> <p>To understand and explain physical features.</p> <p>To understand and explain human features.</p> <p>To use geographical language and vocabulary.</p> <p>L.I. I can locate a country and explore the climate. L.I I can sort human and physical features. L.I I can define and understand vegetation belts</p>	<p>L.I. I can explore, identify and compare types of land usage. L.I I can explain how natural resources are distributed.</p>					
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	and biomes.						
Art and Design Painting		<p>Objectives</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Skills 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>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> <p>Skills</p> <p>To take inspiration and respond to art. To develop colour and patterns using brush techniques.</p> <p>L.I. I can experiment with a range of brush strokes.</p>				

			L.I I can experiment with a range of colours, using them to express mood. L.I I can use watercolours effectively.				
Computing  <b>Communicating (and connecting)</b>				<p>Objectives</p> <ul style="list-style-type: none"> <li>• Understand the term 'copyright'</li> <li>• Understand how online services work</li> <li>• Understand how simple networks are set up and used.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> </ul> <p>Skills</p> <p>To understand e-safety laws.</p> <p>To communicate through APPs and devices.</p> <p>L.I. I can</p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>• Contribute to blogs that are moderated by teachers.</li> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul> <p>Skills</p> <p>To communicate through APPs and devices.</p> <p>To use online platforms appropriately.</p> <p>L.I I can contribute to online blogs.</p>		

				<p>understand online laws and terminology.  L.I I can discuss how an online service and network works.  L.I. I can explore ways of communicating online, including blogging.</p>			
<p>MfL  French –  Animals</p>					<p>Objective:  • Develop vocabulary; make and recognise animals in French.  • Spell nouns with correct gender.  • Understand that nouns have different articles/determiner based on gender.</p> <p>Skill  To communicate with others using simple words or short phrases.  To communicate with others with improved confidence and accuracy.</p>	<p>Objective:  • Develop vocabulary; make and recognise animals in French.  • Spell nouns with correct gender.  • Understand that nouns have different articles/determiner based on gender.</p> <p>Skill  To communicate with others using simple words or short phrases.  To communicate with others with improved</p>	

					<p>To read familiar words and short phrases. To understand the concept of noun gender.</p> <p>L.I. I can explore animals in French. L.I I can explore animals in French using the correct articles/determiners.</p>	<p>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. L.I I can write in French using the correct indefinite article/determiner. L.I I can orally speak in French / L.I I can recall and revise learnt vocabulary.</p>	
Two-page spread							L.I. I can share my knowledge of Van Gogh