

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 1 (2022-23)**

I wonder question – How do we make the most of where we live?

	Week 1 (2days)	Week 2 (WC 09-01)	Week 3 (WC 16-01)	Week 4 (WC 23-01)	Week 5 (WC 30-01)	Week 6 (06-02)
Science Biology – Living things and their habitats.	Objectives • Recognise that living things can be grouped in a variety of ways. Skills To use scientific vocabulary. L.I. I can group and sort living things in a variety of ways.	Objectives • Explore and use classification keys. • Recognise that living things can be grouped in a variety of ways. Skills To use scientific vocabulary. L.I. I can explore and understand how to use a classification key.	Objectives • Explore and use classification keys. • Recognise that living things can be grouped in a variety of ways. Skills To use scientific vocabulary. L.I. I can create a classification key.	Objectives • Recognise that environments can change and that this can sometimes pose dangers to specific habitats. Skills To use scientific vocabulary. L.I. I can understand and identify environmental changes.	Objectives • Recognise that environments can change and that this can sometimes pose dangers to specific habitats. Skills To use scientific vocabulary. To report and explain findings. L.I. I can describe environmental dangers to endangered species.	
History (4 lessons)	Objectives • Identify continuity and change in the	Objectives • Compare some of the times studied				

<p>Religious and Social (Peasantry)</p> <p>Invention (Civilisation and economy)</p>	<p>history of the locality of the school.</p> <p>Skills To use historical vocabulary. To use chronology.</p> <p>L.I. I can explore the changes from the past in the local area.</p>	<p>with those of the other areas of interest around the world.</p> <ul style="list-style-type: none"> • Use original ways to present information and ideas. • Identify continuity and change in the history of the locality of the school. <p>Skills To question and compare sources. To use historical vocabulary. To interpret and compare sources. To gather evidence.</p> <p>L.I I can make comparisons between the past and 21st Century.</p> <p>L.I I can discuss and understand religion and socio-cultural change.</p> <p>L.I I can research, explore, and present</p>				
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		information based on the local area.				
<p>Geography (2 lessons)</p> <p>Human Geography</p>			<p>Objectives</p> <ul style="list-style-type: none"> 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. <p>Skills</p> <p>To compare locations (including local)</p> <p>To use geographical resources.</p> <p>L.I I can explore human geography within the local area.</p> <p>L.I I can identify different types of settlement and land use within the local area.</p>			

<p>Design and Technology (2/3 lessons)</p> <p>Food and Nutrition Making bread</p>			<p>Objectives</p> <ul style="list-style-type: none"> • Skills <p>To design with a purpose. To explore and compare product design.</p> <p>L.I I can design a product with a purpose.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe • Assemble or cook ingredients. <p>Skills</p> <p>To prepare, assemble, and cook food hygienically. To construct and assemble products. To evaluate, refine and improve.</p> <p>L.I I can prepare, construct, and assemble food hygienically. L.I I can evaluate a product.</p>		
<p>Computing (4 lessons)</p>				<p>Objectives</p>	<p>Objectives</p>	

<p>Algorithms and Programs</p>				<ul style="list-style-type: none"> • Use screen coordinates to control movements. • Use reporter operations to perform calculations • Use IF and THEN conditions to control events or objects. • Set the appearance of objects and create sequences of change. • Specify conditions to trigger events. <p>Skills To understand and import instructions for controlling objects (coding) To use variables for calculations (KS2).</p> <p>L.I I can input controls and create an algorithm.</p>	<ul style="list-style-type: none"> • Control the shade of pens. • Create conditions for actions by sending proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions) • Create and edit sounds. Control when they are heard, their volume, duration, and tests. • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables. • Set events to control other events by 'broadcasting' information as a trigger. <p>Skills To understand and import instructions for controlling objects (coding)</p>	
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				L.I I can use conditions, triggers and change appearances of a sprite.	To use variables for calculations (KS2). L.I I can create conditions by input and use sound in algorithms. L.I I can use broadcasting and variables when coding.	
Music Charanga Year 3 – Spring 1 'Three Little Birds'					<p>Objectives</p> <ul style="list-style-type: none"> • To listen to and appraise songs, including the style, instruments, and musical dimensions within music. • To know the difference between pulse and rhythm. • To know how pulse, rhythm and pitch work together to create a song. • To know why you must warm up your voice. • To know how to improvise, where applicable. • To perform a composition or piece of music. 	<p>Objectives</p> <ul style="list-style-type: none"> • To listen to and appraise songs, including the style, instruments, and musical dimensions within music. • To know the difference between pulse and rhythm. • To know how pulse, rhythm and pitch work together to create a song. • To know why you must warm up your voice. • To know how to improvise, where applicable. • To perform a composition or piece of music. <p>Skills</p>

					<p>Skills</p> <p>To identify and move to the pulse.</p> <p>To analyse and think about what the words of a song mean.</p> <p>To participate in discussions about songs.</p> <p>To follow a leader when singing and show awareness of the pulse.</p> <p>To show an awareness of being 'in tune'.</p> <p>To improvise in the context of the song.</p> <p>To treat instruments carefully and with respect.</p> <p>To listen to and follow musical instructions.</p> <p>To reflect and evaluate compositions made.</p> <p>L.I I can appraise a piece of music, identifying the pitch and rhythm.</p> <p>L.I I can follow instructions to use a musical instrument.</p>	<p>To identify and move to the pulse.</p> <p>To analyse and think about what the words of a song mean.</p> <p>To participate in discussions about songs.</p> <p>To follow a leader when singing and show awareness of the pulse.</p> <p>To show an awareness of being 'in tune'.</p> <p>To improvise in the context of the song.</p> <p>To treat instruments carefully and with respect.</p> <p>To listen to and follow musical instructions.</p> <p>To reflect and evaluate compositions made.</p> <p>L.I I can perform as part of a group.</p> <p>L.I I can evaluate and improve a performance.</p> <p>**N.B Lessons can be taught together**</p>
Two-page spread						L.I I can present information that I have learnt.