

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 – Summer 1**

I wonder question – How does a settler’s lifestyle compare to a nomad’s lifestyle?

	Week 1 (WC 17-04)	Week 2 (WC 24-03)	Week 3 (WC 01-04) Bank holiday: Monday 1st	Week 4 (WC 08-04) Bank holiday: Monday 8th	Week 5 (WC 15-05)	Week 6 (22-03)
<p>Science</p> <p>Chemistry – States of matter</p>	<p>Objectives</p> <ul style="list-style-type: none"> • This concept involves becoming familiar with a range of materials, their properties, uses and how they may be changed or altered. <p>Skills To carry out scientific investigations.</p> <p>L.I. I can sort materials based on their properties.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • This concept involves becoming familiar with a range of materials, their properties, uses and how they may be changed or altered. • Compare and group materials together, according to whether they are solids, liquids, or gases. <p>Skills To carry out scientific investigations.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • This concept involves becoming familiar with a range of materials, their properties, uses and how they may be changed or altered. <p>Skills To carry out scientific investigations. To report and explain findings.</p> <p>L.I. I can investigate the properties of gases.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • This concept involves becoming familiar with a range of materials, their properties, uses and how they may be changed or altered. <p>Skills To carry out scientific investigations. To report and explain findings. To solve challenging problems.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • This concept involves becoming familiar with a range of materials, their properties, uses and how they may be changed or altered. • Compare and group materials together, according to whether they are solids, liquids, or gases. <p>Skills To carry out scientific investigations. To report and explain findings. To solve challenging problems.</p>	

		L.I. I can explore the terms solid, liquid and gas.		L.I. I can explore how water changes state.	To find links between scientific technologies. L.I. I can explore reversable or irreversible changes.	
History Religious and Social (Peasantry) Chronology	<p>Objectives</p> <ul style="list-style-type: none"> Exploring the changes in chronology from Stone Age to Iron Age on a timeline. Explore the impact of events from the Iron Age, such as the development of tools and work materials. Suggesting causes and consequences of some of the main events and changes in history. Exploring historical figures from the Stone Age and Iron Age. <p>Skills</p> <p>To use chronology. To use historical vocabulary. To ask historical questions.</p> <p>L.I. I can explore chronology from the</p>	<p>Objectives</p> <ul style="list-style-type: none"> Exploring the lifestyle of men, women and children in the Stone Age. Exploring and compare the life of men, women and children during the Stone Age and Iron Age. <p>Skills</p> <p>To use historical vocabulary. To gather evidence. To ask historical questions.</p> <p>L.I I can explore the lives of men, women, and children during the Stone Age. L.I I can make comparisons between lifestyles during the Stone Age and Iron Age.</p>				

	<p>Stone Age to the Iron Age. L.I I can discuss and explore the impact of key events. L.I I can explore historical figures from a past era.</p>					
<p>DT</p> <p>Electronics and Mechanics</p> <p>Making mini mangonels (catapults)</p>		<p>Objectives</p> <ul style="list-style-type: none"> Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product. <p>Skills</p> <p>To use mechanics. To design with a purpose. To explore and compare product design.</p> <p>L.I I can explore and design a product.</p>	<p>Objectives</p> <ul style="list-style-type: none"> Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product. <p>Skills</p> <p>To use mechanics. To construct and assemble products. To design with a purpose. To evaluate, refine and improve.</p> <p>L.I I can create a product. L.I I can evaluate a product.</p>			
<p>Computing</p> <p>Data retrieving and organising. Databases.</p>				<p>Objectives</p> <ul style="list-style-type: none"> Devise and construct database using applications designed for this purpose in areas 	<p>Objectives</p> <ul style="list-style-type: none"> Devise and construct database using applications designed for this purpose in areas across the curriculum. 	

				<p>across the curriculum.</p> <p>Skills To collect, organise and present data.</p> <p>L.I I can sort and group data. L.I I can create a branching database.</p>	<p>Skills To collect, organise and present data.</p> <p>L.I I can plan and create a real-world database.</p>	
<p>Music – Bringing us together.</p>					<p>Objective:</p> <ul style="list-style-type: none"> • To listen to and appraise songs, including the style, instrument, and musical dimensions within music. • To know the difference between pulse and rhythm. • To know how pulse and rhythm 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 position or piece of music. 	<p>Objective:</p> <ul style="list-style-type: none"> • To listen to and appraise songs, including the style, instrument, and musical dimensions within music. • To know the difference between pulse and rhythm. • To know how pulse and rhythm 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 position or piece of music. <p>Skill</p>

					<p>Skill</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 listen to and follow musical instructions.</p> <p>L.I. I can listen to and appraise a piece of music</p> <p>L.I I can perform as part of a group.</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 follow instructions to use a musical instrument.</p> <p>L.I I can evaluate and improve a performance.</p>
Two-page spread						L.I I can present information that I have learnt.