

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 2

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

	Week 1 (WC 05-06)	Week 2 (WC 12-06)	Week 3 (WC 19-06) Inset day 23rd	Week 4 (WC 26-06) Trip 28th	Week 5 (WC 03-07)	Week 6 (WC 10-07)	Week 7 (WC 17-07)
<p>Science</p> <p>Biology – Animals, including humans.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Identify the different types of teeth in humans and their simple functions. <p>Skills</p> <p>To use scientific vocabulary.</p> <p>To report and explain findings.</p> <p>L.I. I can understand tooth decay and know how to keep teeth healthy.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Identify the different types of teeth in humans and their simple functions. <p>Skills</p> <p>To use scientific vocabulary.</p> <p>L.I. I can identify different types of teeth and explain their function.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • This concept involves becoming familiar with different types of animals, humans, and the life processes they share. • Describe the simple functions of the basic parts of the digestive system in humans. <p>Skills</p> <p>To use scientific vocabulary.</p> <p>L.I. I can identify the parts of the digestive system and their function.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • This concept involves becoming familiar with different types of animals, humans, and the life processes they share. • Describe the simple functions of the basic parts of the digestive system in humans. <p>Skills</p> <p>To use scientific vocabulary.</p> <p>To report and explain findings.</p> <p>L.I. I can explain the process of digestion.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • This concept involves becoming familiar with different types of animals, humans, and the life processes they share. • Identify that humans and some animals have skeletons and muscles for support, protection, and movement. <p>Skills</p> <p>To use scientific vocabulary.</p> <p>L.I. I can understand how the human skeleton supports movement.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Identify that humans and some animals have skeletons and muscles for support, protection, and movement. <p>Skills</p> <p>To use scientific vocabulary.</p> <p>L.I. I can explain how bones and muscles work together to create movement.</p>	
Geography	Objectives	Objectives					

<p>Geographical skills and fieldwork.</p> <p>Locational and Place Knowledge.</p>	<ul style="list-style-type: none"> Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locating the United Kingdom, Southminster, and surrounding areas. Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps). <p>Skills To use geographical resources (including maps)</p> <p>L.I. I can locate the United Kingdom and Southminster using compass directions. L.I I can use four and six-figure grid references. L.I I can identify symbols on a map.</p>	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area of Southminster and Burnham (such as using a range of methods, including sketch maps, plans and graphs and digital technologies. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Places 					
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		<p>including Southend on Sea, Manchester, and London.</p> <p>Skills To use fieldwork and observation skills. To compare locations. To use geographical resources.</p> <p>L.I I can use fieldwork to explore human and physical features in the local area. L.I I can explore physical features within the United Kingdom. L.I I can identify how places have changed over time.</p>					
<p>Art and Design</p> <p>Drawing</p>			<p>Objectives</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone, and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). <p>Skills To take inspiration and respond to art.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone, and texture. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 			

			<p>To use drawing skills.</p> <p>L.I I can explore and annotate the work of artists.</p> <p>L.I I can explore mark making.</p> <p>L.I I can explore tonal shading.</p>	<p>Skills</p> <p>To take inspiration and respond to art.</p> <p>To use drawing skills.</p> <p>L.I I can use shading to show light and shadow.</p> <p>L.I I can explore hatching and cross hatching to show tone and texture.</p> <p>L.I I can combine drawing skills to create a final piece.</p>			
<p><u>French</u></p> <p>Family (Ma famille) – Language Angels.</p>					<p>Objectives</p> <ul style="list-style-type: none"> • Develop vocabulary, including family members in French. • Spell nouns with correct gender. • Understand that nouns have different articles/determiner based on gender. • Understand how to ask and answer questions in French. <p>Skill</p> <p>To communicate with others using simple words or short phrases.</p> <p>To communicate with others with improved confidence and accuracy.</p> <p>To read familiar words and short phrases.</p> <p>To understand the concept of noun gender.</p> <p>To communicate using simple questions and responding with answers.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Develop vocabulary, including family members in French. • Spell nouns with correct gender. • Understand that nouns have different articles/determiner based on gender. • Understand how to ask and answer questions in French. • Develop vocabulary, including numbers in French. <p>Skill</p> <p>To communicate with others using simple words or short phrases.</p> <p>To communicate with others with improved</p>	

					<p>L.I I can learn vocabulary in French.</p> <p>L.I I can use the correct noun and determiner for family members.</p> <p>L.I I can ask and answer questions in French.</p>	<p>confidence and accuracy.</p> <p>To read familiar words and short phrases.</p> <p>To understand the concept of noun gender.</p> <p>To communicate using simple questions and responding with answers</p> <p>L.I I can introduce and name family members in French.</p> <p>L.I I can add detail to family descriptions using numbers.</p> <p>L.I I can talk about family in French.</p>	
Two-page spread							L.I I can present information that I have learnt.