

Autumn Medium Term Overview 201920

Year Group: 3/4

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 2 Yr 3 and Yr 4	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
	Investigate and interpret the past	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history. 	<p>Session 1: Look at past photographs. Where is it?</p> <p>Session 2: History trail.</p> <p>Session 3: Where does Huntingtower come from? School</p>
	Build an overview of world history	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Compare some of the times studied with those of other areas of interest around the world. • 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. 	

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	Understand Chronology	<ul style="list-style-type: none">• Place events, artefacts and historical figures on a time line using dates.• Understand the concept of change over time, representing this, along with evidence, on a time line.• Use dates and terms to describe events	
	Communicate historically	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">• dates• time period• era• change• chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	

Geography

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The place we live	<p>Investigate places</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none">• Explain own views about locations, giving reasons.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.• Use a range of resources to identify the key physical and human features of a location.• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.• Name and locate the countries of Europe and identify their main physical and human characteristics.	<p>1-Where is Grantham – map work 2 – What is Grantham like? Identifying Human and Physical features. 3- What is a river? Identifying features 4- The River Witham – Identify features and give views about locations. 5- River walk – observe and identify features in environment. Field sketching. 6- What are the buildings in our high street used for? Visit high street.</p>
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	Investigate patterns	<ul style="list-style-type: none"> Describe how the locality of the school has changed over time. 	Looking at the high street/ Grantham and how it has changed over time.
	Communicate geographically	<ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use 	1-Where is Grantham – map work 2 – What is Grantham like? Identifying Human and Physical features. 3- What is a river? Identifying features 4- The River Witham – Identify features and give views about locations. 5- River walk – observe and identify features in environment. Field sketching. 6- What are the buildings in our high street used for? Visit high street.

Art & Design

	Develop ideas	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. 	Colour mixing – basic colours colour wheel Exploring how to create shades – adding white and black. Moon painting
	Master Techniques	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour 	
	Take inspiration	Replicate some of the techniques used by notable artists, artisans and designers. <ul style="list-style-type: none"> Create original pieces that are influenced by 	Artist – Georges Seurat – pointillism - create a whole class collage from an area in Grantham. River? Church? use of hole punch

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	from the greats	studies of others	
Design & Technology			
	Master practical skills	<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • 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>– Looking at different kinds of bridges Power Point presentation --- Researching different kinds of bridges and collecting examples. --- Practical and experimental session. How to strengthen materials and structures. Discussion on the Power Point presentation. Set situation / problem. The vehicle reaches the river bank but unfortunately the bridge has been swept away in a great flood. How will the river be crossed? --- Using the Power Point presentation to illustrate the design process.</p> <ul style="list-style-type: none"> • start sketching and / or paste pictures of different kinds of bridge. • record what they should consider when thinking about their bridge. • develop the idea. Consider carefully the idea they like best and develop it by sketching • Power Point presentation. The pupils should develop their best idea on this page.
	Design, make, evaluate and improve	<ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design 	
	Take inspiration from design throughout history	<ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices 	

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			<ul style="list-style-type: none"> the final idea. Create a detailed drawing of the proposed bridge. Opportunity for them to use the Techsoft Primary Design programme. name the equipment and materials to be used. Explain the steps taken to make the bridge. evaluation. Record the continuous evaluation that has taken place throughout the work. Test the completed bridge. Answer questions, express opinions on the work and suggest improvements.
Science			
	Work scientifically (Y3)	<ul style="list-style-type: none"> Ask relevant questions. Set up simple, practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. 	<p>Investigate a range of scientists and their beliefs. Exploring scientific methods which a range of scientists use</p> <p>criminology microbiology zoology pharmacologists</p>

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		<ul style="list-style-type: none">• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.• Identify differences, similarities or changes related to simple, scientific ideas and processes.• Use straightforward, scientific evidence to answer questions or to support their findings	
	Understand light and seeing (Y3)	<ul style="list-style-type: none">• Recognise that they need light in order to see things and that dark is the absence of light.• Notice that light is reflected from surfaces.• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.• Recognise that shadows are formed when the light from a light source is blocked by a solid object.• Find patterns in the way that the size of shadows change.	Investigating changes in shadows Shadow formation Different materials through shadow Identifying that light and sun can be dangerous. Reflecting light.

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	Investigate living things (y4)	<ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys. • Recognise that environments can change and that this can sometimes pose dangers to specific habitats. 	Classification using keys Sketching vertebrates and invertebrates Finding insects in a range of habitats. Dangers to habitats Grouping living animals
	Investigate materials (y4)	<ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	Differences between solids, liquids and gases. Investigate how to heat and cool liquids Creating graphs to record evidence Prediction, investigate and evaluate how to insulate. Water cycle and evaporation.

Computing

Word processing	Connect	<ul style="list-style-type: none"> • 	
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	Communicate	<ul style="list-style-type: none"> Milestone 2: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 	<ul style="list-style-type: none"> Changing fonts and size in Word Create a folder Save a graphic combine graphics and text create a power point presentation combine graphics and text create a power point presentation make text and graphics animated
Music			
	Perform	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	Download the planning summary for each unit from Charanga. Beginner recorders –Twinkl scheme of work.
	Compose	<ul style="list-style-type: none"> Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. 	

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		<ul style="list-style-type: none">• Use digital technologies to compose pieces of music	
	Transcribe	<ul style="list-style-type: none">• Devise non-standard symbols to indicate when to play and rest.• Recognise the notes EGBDF and FACE on the musical stave.• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent	
	Describe music	<ul style="list-style-type: none">• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.• Evaluate music using musical vocabulary to identify areas of likes and dislikes.• Understand layers of sounds and discuss their effect on mood and feelings.	
P.E			
	Develop practical skills in order to participate, compete and	<ul style="list-style-type: none">• Throw and catch with control and accuracy.• Strike a ball and field with control.• Choose appropriate tactics to cause problems for the opposition.• Follow the rules of the game and play fairly.	Y4 Orienteering Netball Dance Multiskills

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	lead a healthy lifestyle	<ul style="list-style-type: none"> • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member 	Y3 Invasion skills Dance Orienteering Multiskills
R.E			
Term 1 Hinduism Focus Term 2 Islam Focus/Compare and Contrast How is Hindu/Islam worship expressed personally and collectively?	Understand beliefs and teachings	Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers	Term 2 - Identify the main concepts of Islam and what they reveal about the nature of Allah. Understand the importance of Tawhid (Oneness of Allah), Iman (faith), Ibadah (worship/belief in action, includes Five Pillars), akhlaq (behaviour, morality). Research Allah's attributes in the Qur'an, signs of Allah's creation through nature, human beings as the best of Allah's creation, Allah's guidance through messengers and books
How does Hindu/Muslim worship and celebration build a sense of community?	Understand practices and lifestyles	Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. <ul style="list-style-type: none"> • Explain some of the religious practices of both clerics and individuals 	Term 1- Understand that worship for Hindus is individual rather than collective, e.g. home shrines, personal gods/goddesses. Compare with the worship in the mandir - puja, bhajan, aarti ceremony, prahshad, murtis. Consider the importance of the family and puja in the home. Discuss home shrines, rituals, family worship. Term 2 - Understand the role of the mosque and community - social, religious, educational, welfare centre. Ummah - the global community of Muslims. Recognise and explain the features of a mosque, e.g. dome, minaret, mimbar, prayer mats, qiblah, mihrab.

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			Understand the importance for Muslims of Wudu (ablution) and prayer/Salat in the mosque - symbolic actions and meaning, prayer beads (subha), Friday prayers (Jumu'ah)
	Understand how beliefs are conveyed	Explain some of the different ways that individuals show their beliefs Identify religious symbolism in literature and the arts.	Identify the similarities and differences between the the Raksha Bandan (Rakhi ceremony- Hindu). Sawm (Ramadan-Muslim) - significance of fasting; reasons/benefits. Terms 1 and 2 Investigate festivals, e.g. Diwali, Holi - share stories, practices, food, worship. Investigate Eid - how families and communities prepare for and celebrate the festivals
	Reflect	<ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. 	Compare and contrast the children's own experiences of celebrations (This could be cultural based on their nationality).
	Understand values	<ul style="list-style-type: none"> Describe how some of the values held by communities or individuals affect behaviour and actions. 	Research pilgrimage/ Hajj/Umrah - significance of these journeys, sacred places, e.g. River Ganges, Varanasi, Ayodhya and their associated stories.

RSE & PSED

	Health and Wellbeing	. What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	balanced lifestyles, choices, health, wellbeing balanced diet, choices, food, influences
	Health and Wellbeing	Recognising what they are good at; setting goals Changes at puberty. Changes that happen in life and feelings associated with change	media, images, reality/fantasy, true/false conflicting emotions, feelings, managing feelings change, transitions, loss, separation, divorce, bereavement
	Health and Wellbeing	How to keep safe in local area and online; people who help them stay healthy and safe	achievements, aspirations, goals, strengths target-setting risk, danger, hazard, responsibility, safety

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