

# Spring Medium Term Overview 201920

Year Group: 3/4 'What a Wonderful World'

Cycle Year: A



| Breadth        | Threshold Concept                         | Milestone 2<br>Yr 3 and Yr 4   | Activities (that relate to Threshold Concepts and the Milestone indicators)  |
|----------------|---|--|--|
| <b>History</b> |   |  |  |
|                | <b>Investigate and interpret the past</b> | <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul> <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"> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul> | <p>Session 1: Announce the war and timeline of events.</p> <p>Session 2: Allies/Axis with leaders</p> <p>Session 3: Blitz sources of evidence, plot cities affected on map of GB.</p> <p>Session 4: Blitz art x2</p> <p>Session 6: Discussing sources about the Blitz. Diary entry.</p> <p>Session 7: Understanding why children were evacuated. What would you pack in your bag if you were being evacuated. Hot seating.</p> |
|                | <b>Build an overview of world history</b> | <ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>   | <p>Session 8: Thoughts and feelings, letter home about your new life.</p> <p>Session 9: letter home from evacuee</p> <p>Session 10: rationing</p> <p>Session 11: Propaganda</p> <p>Session 12: End of the war. Who won? Why? Victory celebration. Dress up.</p>  |

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HUNTINGTOWER  
A PRIORY ACADEMY

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|  | <b>Understand Chronology</b>    | <ul style="list-style-type: none"><li>• Place events, artefacts and historical figures on a time line using dates.</li><li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li><li>• Use dates and terms to describe events</li></ul>  | <b>Allies, Axis, Blitz, War, evacuee, propaganda, evidence, timeline, rationing, victory, countryside, Spitfire, Lancaster, raid, blackout, Anderson shelter.</b> |
|  | <b>Communicate historically</b> | <ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none"><li>• dates</li><li>• time period</li><li>• era</li><li>• change</li><li>• chronology.</li></ul></li><li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</li></ul> |   |

Geography

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HUNTINGTOWER  
A PRIORY ACADEMY

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| The place we live | <p><b>Investigate places</b></p> | <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"><li>• Explain own views about locations, giving reasons.</li><li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li><li>• 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.</li><li>• Use a range of resources to identify the key physical and human features of a location.</li><li>• 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.</li><li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li></ul> | <p>Finding key countries in WW2 on map of Europe.<br/>Finding cities affected by the Blitz on map of GB.<br/>Discussion of why children were evacuated to the countryside- Grantham railway.<br/>How did land change due to the war.</p> <p><b>County, Country, Europe, City, Town, Countryside, land, language, flag</b></p> |
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|  | <b>Investigate patterns</b>       | <ul style="list-style-type: none"><li>• Describe how the locality of the school has changed over time.</li></ul>  |  |
|  | <b>Communicate geographically</b> | <ul style="list-style-type: none"><li>• Describe key aspects of:</li><li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li><li>• human geography, including: settlements and land use</li></ul> |  |

## Art & Design

|  |   |  |  |
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|  | <b>Develop ideas</b>                    | <ul style="list-style-type: none"><li>• Develop ideas from starting points throughout the curriculum.</li><li>• Collect information, sketches and resources.</li><li>• Adapt and refine ideas as they progress.</li><li>• Explore ideas in a variety of ways.</li><li>• Comment on artworks using visual language.</li></ul> | Session 2: Explore techniques/materials for collage<br>Session 3&4: Design and create a scene from a WWII window (train or house) using collage. |
|  | <b>Master Techniques</b>                | Collage: <ul style="list-style-type: none"><li>• Select and arrange materials for a striking effect.</li><li>• Ensure work is precise.</li><li>• Use coiling, overlapping, tessellation, mosaic and montage</li></ul>  |  |
|  | <b>Take inspiration from the greats</b> | Replicate some of the techniques used by notable artists, artisans and designers. <ul style="list-style-type: none"><li>• Create original pieces that are influenced by studies of others</li></ul>  | Session 1: Look at the work of illustrator Jeannie Baker. Discuss the materials and collage techniques she uses.                                 |

## Design & Technology

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|                | <b>Master practical skills</b>                         | <ul style="list-style-type: none"><li>• Cut materials accurately and safely by selecting appropriate tools.</li><li>• Measure and mark out to the nearest millimetre.</li><li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li><li>• Select appropriate joining techniques.</li></ul> | Look at moving mechanisms in books- lever, pivot<br>Show movements and labels parts/materials- blade, handle, mechanism<br>Make simple lever mechanisms using card strips and paper fasteners.<br>Strengthening paper.<br>Design picture of Blitz with plane moving over London.<br><br><b>Lever, pivot, mechanism, blade, handle</b> |
|                | <b>Design, make, evaluate and improve</b>              | <ul style="list-style-type: none"><li>• Design with purpose by identifying opportunities to design.</li><li>• Make products by working efficiently (such as by carefully selecting materials).</li><li>• Refine work and techniques as work progresses, continually evaluating the product design</li></ul>   |   |
|                | <b>Take inspiration from design throughout history</b> | <ul style="list-style-type: none"><li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li><li>• Improve upon existing designs, giving reasons for choices</li></ul>   |   |
| <b>Science</b> |  |   |   |
|                | <b>Work scientifically (Y3&amp;4)</b>                  | <ul style="list-style-type: none"><li>• Ask relevant questions.</li><li>• Set up simple, practical enquiries and comparative and fair tests.</li></ul>  | <b>Question, Enquire, graph, diagram, explore, reason, fair test, variables, conclusion, prediction, compare</b>  |

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|  |                         | <ul style="list-style-type: none"><li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li><li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li><li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li><li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li><li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li><li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li><li>• Use straightforward, scientific evidence to answer questions or to support their findings</li></ul> |   |
|  | (Y3)<br>Rocks and Soils | <ul style="list-style-type: none"><li>• Compare and group together different kinds of rocks on the basis of their simple, physical properties.</li><li>• Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</li></ul>   | <p>Session 1: Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks.</p> <p>Session 2: Making systematic and careful observations by examining different types of rocks.</p> <p>Session 3: Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to.</p> |

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|  |                                       | <ul style="list-style-type: none"> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>   | <p>Session 4: Identifying changes related to simple scientific ideas in the context of theories about fossils.</p> <p>Session 5: Recognise that soils are made from rocks and organic matter by explaining how soil is formed.</p> <p>Session 6: Making systematic and careful observations in the context of investigating the permeability of different soils.</p> <p><b>Key vocabulary:</b><br/> <b>Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil</b></p>  |
|  | (Y3)<br>Understand animals and humans | <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> </ul> | <p>Session 1: Identify that they cannot make their own food; they get nutrition from what they eat by comparing how plants and humans obtain food. Identify that animals, including humans, need the right types of nutrition by examining food groups and nutrient groups.</p> <p>Session 2: Identify that animals, including humans, need the right amount of nutrition in the context of identifying differences and similarities related to simple scientific processes by grouping animals according to their diets.</p> <p>Session 3: Identify that humans and some other animals have skeletons by investigating skeleton types.</p> <p>Session 4: Identify that humans and some other animals have skeletons by identifying the parts of the skeleton.</p> <p>Session 5: Identify that humans and some other animals have skeletons for support, protection and movement, by focusing on skeleton types.</p> <p>Session 6: Identify that humans and some other animals have muscles for movement by examining how muscles work.</p> |

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|  |  |  |   |
|--|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions.</li> </ul>  | <b>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</b>   |
|  | <b>Understand electrical circuits (y4)</b> | <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> | Constructing simple circuits<br>Understanding the symbols for a circuit.<br>Investigate conductors and insulators<br>Know what the term "electricity" means and which appliances are run by it.<br><br><b>Cells, buzzers, batteries, bulbs, wires, clips, circuit, lamp, conductors, series</b> |
|  | <b>Investigate Sound and Hearing (y4)</b>  | <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> </ul>   | Investigate pitch and tone<br>Understand that noise is created by vibrations.<br>Use sound forks to investigate sound.  |



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|                  |                  | <ul style="list-style-type: none"><li>• Recognise that vibrations from sounds travel through a medium to the ear.</li></ul>  | <b>Vibrations, pitch, tone, volume, sound waves</b>  |
| <b>Computing</b> |                  |  |  |
| Coding           | <b>Code (Y4)</b> | <ul style="list-style-type: none"><li>• Use specified screen coordinates to control movement</li><li>• Set the appearance of objects and create sequences of changes.</li><li>• Create and edit sounds. Control when they are heard, their volume, duration and rests.</li><li>• Control the shade of pens.</li><li>• Specify conditions to trigger events.</li><li>• Use IF THEN conditions to control events or objects.</li><li>• Use variables to store a value.</li><li>• Use variables to store a value.</li><li>• Use the functions define, set, change, show and hide to control the variables.</li></ul> <p>Use variables to store a value.</p> | <p>Young coders 2020 overview STEM.</p> <p><b>Control, variables, function, coordinates, scratch</b></p> |

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|              |                |  |  |
|--------------|----------------|--|--|
|              |                | <ul style="list-style-type: none"> <li>• Use the functions define, set, change, show and hide to control the variables.</li> </ul>   |  |
|              |                |  |  |
|              | Y3             | <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> | <p>Session 1: create and debug an algorithm using the move, rotate and repeat commands. Turtle Logo</p> <p>Session 2: create and debug algorithms using penup and pendown. Turtle logo</p> <p>Session 3: create and debug algorithms that draw regular polygons. Scratch</p> <p>Session 4: create and debug algorithms that draw shapes. Scratch</p> <p>Session 5: create and debug algorithms that draw regular polygons. Scratch</p> <p>Session 6: create and debug algorithms to draw patterns. Scratch</p> |
| <b>Music</b> |                |  |  |
|              | <b>Perform</b> | <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly</li> </ul>  | <p>Download the planning summary for each unit from Charanga.</p> <p>Tune, pitch, compose, instrument, symbol, note, rhythm</p>  |

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|  |                       |  |  |
|--|-----------------------|--|--|
|  |                       | <ul style="list-style-type: none"> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>   | <p>Y4 – Stop/ Lean on me<br/>All the learning is focused around one song: Stop! - a rap/song about bullying. Children will learn about the interrelated dimensions of music through games, singing and composing.</p> <p>Y3 – Three little birds/ The dragon song.<br/>uses integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs</p> |
|  | <b>Compose</b>        | <ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Use digital technologies to compose pieces of music</li> </ul> |  |
|  | <b>Transcribe</b>     | <ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</li> </ul>  |  |
|  | <b>Describe music</b> | <ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>   |  |

P.E

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|   | <p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> | <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member</li> </ul> | <p>Y4<br/>Dance<br/>Invasion games<br/>Fitness<br/>Dance<br/>Y3</p>  |
| <b>R.E</b>  |  |  |  |
| <p>Term 1 Hinduism<br/>Focus Term 2<br/>Islam<br/>Focus/Compare and Contrast</p> <p>How is Hindu/Islam worship expressed personally and collectively?</p> | <p><b>Understand beliefs and teachings</b></p>   | <p>Present the key teachings and beliefs of a religion.</p> <p>Refer to religious figures and holy books to explain answers</p>  |  |
| <p>How does Hindu/Muslim worship and celebration build a sense of community?</p>  | <p><b>Understand practices and lifestyles</b></p>  | <p>Identify religious artefacts and explain how and why they are used.</p> <p>Describe religious buildings and explain how they are used.</p> <ul style="list-style-type: none"> <li>• Explain some of the religious practices of both clerics and individuals</li> </ul>  | <p>Identify buildings, <b>artefacts</b>, symbols and their links to worship, rituals and ceremonies.</p> <p>The role of communal celebration during worship and festivals, e.g. <b>Holy Communion, Pentecost</b> – what happens and why and the importance of worshipping together – singing, praying, sharing key life events such as birth and marriage.</p> |

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|  | <b>Understand how beliefs are conveyed</b> | Explain some of the different ways that individuals show their beliefs<br><br>Identify religious symbolism in literature and the arts.             | Worship in different Christian denominations, e.g. <b>Quaker, Methodist, Evangelical, Pentecostal</b> and globally, e.g. use of silence, music, actions, cultural <b>traditions</b> . |
|  | <b>Reflect</b>                             | <ul style="list-style-type: none"> <li>Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul>    | Compare and contrast the children's own experiences of celebrations (This could be cultural based on their nationality).  |
|  | <b>Understand values</b>                   | <ul style="list-style-type: none"> <li>Describe how some of the values held by communities or individuals affect behaviour and actions.</li> </ul> | <b>Koinonia</b> – one body of faith, the idea of fellowship and service.  |

## RSE & PSED

|                   |  |   |   |
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| Understand others |  | .Listen to others, showing attention<br>Think of the effect of behaviour on others before acting.<br>Describe the points of view of others. | Who is responsible for managing our behaviour?<br>How might our actions and choices affect other people on the outside?<br>How can we show we respect ourselves and other people?                             |
| Relationships     |  | Keeping something confidential or secret.<br>When to break a confidence<br>Recognise and manage dares.                                      | Do we have to keep other people's secrets?<br>How might someone feel to keep a secret that worries him or her, they are unsure or feel uncomfortable about?<br>Why is it important to tell an adult we trust? |
|                   |  |   |   |