



Class 3 Medium Term Plan – Spring II 2022

National Curriculum Links Learn more, know more, remember more	<u>Geography</u> Rivers	<u>Jigsaw (PSHCE)</u> Healthy Me	<u>Computing</u> E-Safety	<u>P.E.</u>	<u>DT</u> Water Filter	<u>R.E</u> What would Jesus Do	<u>Science</u> Light	<u>Art</u> Sculpture
	<p>Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</p> <p>Describe and understand key aspects of physical geography, including rivers, and human geography, including: settlements and land use.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>			<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p>	<p>Outline Jesus' teaching on how his followers should live.</p> <p>Explain the impact that Jesus' example and teaching might have on teaching today.</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>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.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to</p>



							<p>objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	



Lesson 1	Hemispheres, latitude and longitude	Being Me in My World (Y4) Emergency Aid (Y5) Taking Responsibility for my Health (Y6)	Cyberbullying	Ball handling, balance & reaction	Research I	What was Jesus' mission statement?	Absence of Light (4) and Travelling in a Straight Line (5)	Vocabulary of Clay Work
Knowledge and Skills	<p>Skills & Knowledge Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones (Y4) Use the eight points of a compass (Y4).</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (Y5,6)</p> <p><i>Determine location of UK and Europe using appropriate vocab in relation to.</i></p> <ul style="list-style-type: none"> • Equator • Tropics • Hemisphere • Polar circles • Lat. & Long. lines • Meridian 	<p>Y4 Recognise how different friendship groups are formed, how I fit into them and the friends I value the most Identify the feelings I have about my friends and my different friendship groups</p> <p>Y5 know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations know how to keep myself calm in emergencies.</p> <p>Y6 take responsibility for my health and make choices that benefit my health and well-being be motivated to care for my physical and emotional health</p>	<p>Skills To follow the school's safer internet rules. To be able to make safe choices about use of technology. To use technology in ways which minimises risk, e.g. responsible use of online discussions, etc. (Y4,5,6)</p> <p>Knowledge Discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family. (Y4,5,6) To understand that some messages may be malicious and know how to deal with this. To know what to do if they discover something malicious or inappropriate. (Y6)</p>	<p>Skills & Knowledge Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination. Show good control in my movements. (Y4,5,6) Keep possession of the ball (Y4) Pass in different ways (Y5,6)</p>	<p>Skills Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. (Y4,5,6) Gather information about needs and wants of particular individuals and groups (Y4,5,6)</p> <p>Knowledge Use the correct technical vocabulary for the projects they are undertaking (Y4,5,6)</p>	<p>I can outline Jesus' teaching on how his followers should live.</p> <p>I can explain the impact that Jesus' has on Christians today.</p>	<p>Skills & Knowledge Recognise that they need light in order to see things and that dark is the absence of light. (4) Notice that light is reflected from surfaces(4)</p> <p>Recognise that light appears to travel in straight lines (5,6) Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye (5,6) Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes (5,6)</p> <p><i>Seeing an object obstructed by an opaque barrier, using a mirror. Use string to show direction light travels.</i></p>	<p>Skills & Knowledge Shape, form, model and construct from observation and sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay including slabs, coils, slips etc. (4,5,6)</p>



Lesson 2	Grid references	Group Dynamics (Y4) Body Image (Y5) Gangs (Y6)	Search Engines & Plagiarism	Passing & catching	Research II	How did Jesus teach his followers to love?	Reflecting from Surfaces	Coil Pots
Knowledge and Skills	<p>Skills & Knowledge Use the eight points of a compass, four figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. (Y4,5,6).</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. (Y5,6)</p> <p><i>Use GR on grids to establish understanding. Use GR on maps to locate areas of UK and Europe.</i></p>	<p>Y4 I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.</p> <p>Y5 understand how the media, social media and celebrity culture promotes certain body types reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</p> <p>Y6 know why some people join gangs and the risks this involves know some strategies I could use to avoid being pressurised</p>	<p>Skills To use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non-ICT resources. To competently use the internet as a search tool. To be able to reference information sources. To use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information. (Y4,5,6)</p> <p>Knowledge To understand that some material on the internet is copyrighted and may not be copied or downloaded.</p>	<p>Skills & Knowledge Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination. Show good control in my movements. (Y4,5,6) Keep possession of the ball (Y4) Pass in different ways (Y5,6) Use a number of techniques to pass, dribble and shoot (Y5,6).</p>	<p>Skills Generate realistic ideas, focusing on the needs of the user. (Y5,6) Carry out research, using surveys, interviews, questionnaires and web-based resources (Y5,6)</p> <p>Knowledge Use the correct technical vocabulary for the projects they are undertaking (Y4,5,6)</p>	<p>I can outline Jesus' teaching on how his followers should live.</p> <p>I can explain the impact that Jesus' has on Christians today.</p>	<p>Skills & Knowledge Notice that light is reflected from surfaces. (4)</p> <p>Work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works (5,6).</p> <p><i>Can children arrange reflective surfaces to see round multiple barriers? Build a periscope.</i></p>	<p>Skills & Knowledge Shape, form, model and construct from observation and sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay including slabs, coils, slips etc. (4,5,6)</p>



Lesson 3	Upper Course of Danube - Vienna	Smoking (Y4,5) Drugs (Y6)	Online Profiles & Passwords	Footwork & dodging	Design I	What does Jesus teach about forgiveness?	Shadows	Coils as a Decorative Feature
Knowledge and Skills	<p>Skills & Knowledge Use geographical vocabulary (4,5,6) Use globes, maps, plans at a range of scales (4,5,6) Locate the world's countries, using maps to focus on Europe (4) Identify the position and significance of latitude/longitude and the Greenwich Meridian. (5,6)</p> <p><i>Locate and describe fluvial features (using learnt vocab) where Danube starts and end of the upper course at Devin Gate. Location of Vienna. Fact find regarding Vienna (land use, river use.)</i></p>	<p>Y4 I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p> <p>Y5 Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>Y6 know about different types of drugs and their uses and their effects on the body particularly the liver and heart be motivated to find ways to be happy and cope with life's situations without using drugs</p>	<p>Skills To know how to create strong passwords and manage them so that they remain strong. To understand the potential risk of providing personal information online.</p> <p>Knowledge To understand that online environments have security settings, which can be altered to protect the user. To understand the benefits of developing a 'nickname' for online use.</p>	<p>Skills & Knowledge Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination. Show good control in my movements. (Y4,5,6) Keep possession of the ball (Y4) Pass in different ways (Y5,6) Choose the best tactics for attacking and defending (Y4).</p>	<p>Skills Develop their own design criteria and use these to inform their ideas. Generate realistic ideas, focusing on the needs of the user. Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate ideas. Make design decisions that take account of the availability of resources. (Y4,5,6)</p> <p>Knowledge Explain how particular parts of their products work. (Y4,5,6) Describe the purpose of their products. (Y5,6) Justify choices of materials in a convincing way. (Y6)</p>	<p>I can offer interpretations of 2 of Jesus' parables.</p> <p>I can express my understanding of what Jesus would do today.</p>	<p>Skills & Knowledge Recognise that shadows are formed when the light from a light source is blocked by a solid object. (4) Find patterns in the way that the size of shadows change. (4) Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (5,6)</p> <p><i>Using a pole, note the length of a shadow in relation to the trajectory of the Sun.</i></p>	<p>Skills & Knowledge Shape, form, model and construct from observation and sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay including slabs, coils, slips etc. (4,5,6)</p>



Lesson 4	Middle Course of Danube - Budapest	Alcohol (Y4,5) Exploitation (Y6)	Communicating Safely Online	Shooting	Design II	Mother Teresa	The Sun and other Phenomena	Drape / Slump Moulding
Knowledge and Skills	<p>Skills & Knowledge Locate the world's countries, using maps to focus on Europe concentrating on key physical and human characteristics, countries, and major cities (4) Locate main countries in Europe and North or South America. Locate and name principal cities (5,6)</p> <p><i>Locate and describe fluvial features (using learnt vocab) where middle course starts at Devin Gate and ends at Iron Gates. Location of Budapest. Fact find regarding Budapest (land use, river use.)</i></p>	<p>Y4 understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p> <p>Y5 know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p>Y6 understand that some people can be exploited and made to do things that are against the law suggest ways that someone who is being exploited can help themselves.</p>	<p>Skills To independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.</p> <p>Knowledge To understand that some malicious adults may use various techniques to make contact and elicit personal information. To know that it is unsafe to arrange to meet unknown people online. To know not to publish other people's pictures or tag them on the internet without permission. To know that content put online is extremely difficult to remove. To be able to recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).</p>	<p>Skills & Knowledge Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination. Show good control in my movements. (Y4,5,6) Choose the best tactics for attacking and defending (Y4). Use a number of techniques to pass, dribble and shoot (Y5,6).</p>	<p>Skills Develop their own design criteria and use these to inform their ideas Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas Make design decisions that take account of the availability of resources. (Y4,5,6) Use computer-aided design to develop and communicate their ideas (Y5,6)</p> <p>Knowledge Explain how particular parts of their products work. (Y4,5,6) Describe the purpose of their products. (Y5,6) Justify choices of materials in a convincing way. (Y6)</p>	<p>I can explain the impact that Jesus' has on Christians today.</p> <p>I can express my understanding of what Jesus would do today.</p>	<p>Skills & Knowledge Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (4) Look at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur). (5,6)</p> <p><i>Look at refraction, prisms, rainbows and how coloured filters can be used to write secret messages.</i></p>	<p>Skills & Knowledge Shape, form, model and construct from observation and sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay including slabs, coils, slips etc. (4,5,6)</p>



Lesson 5	Lower Course – Black Sea & Trade Links	Healthy Friendships (Y4) My Relationship with Food (Y5) Emotional & Mental Health (Y6)		Netball Match	Making I	What would Jesus do?	Eyes	Slab Pots
Knowledge and Skills	<p>Skills & Knowledge 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 (4) Human geography including trade between UK, Europe and ROW (5,6)</p> <p><i>Describe lower course and the body of water it empties into (Black Sea). Which part of the world can be reached by water from here? Look at how the Danube is used for trade. Which parts are navigable and what is transported to where. Is the water from the river used as a resource: drinking, irrigation, HEP?</i></p>	<p>Y4 recognise when people are putting me under pressure and can explain ways to resist this when I want. identify feelings of anxiety and fear associated with peer pressure</p> <p>Y5 describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures respect and value my body.</p> <p>Y6 understand what it means to be emotionally well and explore people’s attitudes towards mental health/illness know how to help myself feel emotionally healthy and recognise when I need help with this.</p>	<p>Skills To be able to create a lengthy presentation that moves from slide to slide and is aimed at a specific audience. (Y4) To use a range of presentation applications. (Y5,6)</p> <p>Knowledge Discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family. (Y4,5,6) To understand that some messages may be malicious and know how to deal with this. To know what to do if they discover something malicious or inappropriate. (Y6)</p>	<p>Skills & Knowledge Gain possession by working as a team (Y4,5). Make a team plan and communicate it to others (Y6)</p>	<p>Skills Order the main stages of making. (Y4). Formulate step-by-step plans as a guide to making (Y5,6). Select materials and components suitable for the task. Explain their choice of materials and components according to functional properties and aesthetic qualities. (Y4,5,6). Know how to construct, strengthen and repair items. (Y4) Accurately measure, mark out, cut and shape materials and components. Accurately assemble, join and combine materials and components. (Y5,6)</p> <p>Knowledge How to make strong, stiff shell structures (Y4) That materials have both functional properties and aesthetic qualities (Y5,6)</p>	<p>I can express my understanding of what Jesus would do today.</p> <p>Investigate and explain the challenges of following Jesus’ teaching</p>	<p>Skills & Knowledge Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (4) Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. (5,6).</p> <p><i>Understand how the eye works and be able to name parts of it: iris, retina, sclera, pupil</i></p>	<p>Skills & Knowledge Shape, form, model and construct from observation and sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay including slabs, coils, slips etc. (4,5,6)</p>



Lesson 6	Trade Links & Assessment	My Inner Strength and Assertiveness (Y4) Healthy Me (Y5) Managing Stress (Y6)	Media Manipulation	Netball Match	Making II & Evaluation	The Value of Jesus in the modern world.		Developing Own Design
Knowledge and Skills	<p>Skills & Knowledge 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 (4) Human geography including trade between UK, Europe and ROW (5,6) Communicate understanding through writing at length (4) Analyse evidence and draw conclusions (5,6)</p>	<p>Y4 Know myself well enough to have a clear picture of what I believe is right and wrong tap into my inner strength and know how to be assertive</p> <p>Y5 know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy be motivated to keep myself healthy and happy</p> <p>Y6 recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse use different strategies to manage stress and pressure</p>	<p>Skills & Knowledge To recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. To be able to understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.</p>	<p>Skills & Knowledge Gain possession by working as a team (Y4,5). Make a team plan and communicate it to others (Y6)</p>	<p>Skills Order the main stages of making. (Y4). Formulate step-by-step plans as a guide to making (Y5,6). Select materials and components suitable for the task. Explain their choice of materials and components according to functional properties and aesthetic qualities. (Y4,5,6). Know how to construct, strengthen and repair items. (Y4) Accurately measure, mark out, cut and shape materials and components. Accurately assemble, join and combine materials and components. (Y5,6)</p> <p>Knowledge How to make strong, stiff shell structures (Y4) That materials have both functional properties and aesthetic qualities (Y5,6)</p> <p>Use their design criteria to evaluate their completed products Describe how well products have been designed and made (Y4,5,6) Describe how well products meet user needs and wants (Y5,6)</p>	<p>I can explain the impact that Jesus' has on Christians today.</p> <p>I can express my understanding of what Jesus would do today.</p>		<p>Skills & Knowledge Shape, form, model and construct from observation and sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay including slabs, coils, slips etc. (4,5,6)</p>