Autumn Term 2019 Medium Term Plans Dragonflies

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| **Year A** | Autumn Term:  **World War II/Europe** | | Spring Term:  **In a land before time** | | Summer Term:  **The Victorians/ Volcanoes and earthquakes** | |
| **English** | Fiction - Jack and the Dream sack  NF – Book of Bones  (Pre-read Oliver and the Seawigs)  (Quality topic writing) | Fiction – Oliver and the Seawigs  Fiction – Mog’s Christmas Calamity | NF - Stone age boy  Fiction - Fair brown and trembling (Cinderella) | NF – A walk in London  Fiction – Leon and the place between | NF – How to invent  Fiction - Firebird | NF – Ask Dr K Fisher about animals  Fiction – Poetry Pie |
| **Maths**  White Rose year ¾ mixed age plannning | Number – Place value  4 weeks  Number - addition and subtraction  4 weeks  Number – Multiplication and division  4 weeks | | Number – Multiplication and division  2 weeks  Measurement – length, perimeter and area  2 weeks  Number - fractions  4 weeks  Year 3 – Measurement – Mass and Capacity -3weeks  Year 4 – Number – decimals –3 weeks | | Number – Decimals (including money)  3 weeks  Measurement – Time  2 weeks  Statistics  2 weeks  Geometry – Properties of shape (including Y4 position and direction)  4 weeks | |
| **Science** | **Animals Y3**  **Vocab:**  Nutrition , Skeleton , Muscles, Support, Protection, Movement, Exoskeletons, Vertebrate, Invertebrate  **Working scientifically:**  - Asking relevant questions and using different types of science enquiry to answer them.  - Identifying and grouping e.g. animals with and without skeleton  - Observe and compare e.g. movement.  - Grouping **(Magenta principles)**  Magenta – arrange (bones), arrange/reduce (most important body parts/organs). | **Humans Y3**  **Vocab:**  Skeleton, Muscles**,** Support**,** Protection **,** Movement, Food groups fruit and vegetables , dairy, carbohydrates, protein, oils and spreads, fats & sugars**,** Names of bones, Contracting**,** Relaxing, Pair  **Working scientifically:**  - Asking relevant questions and using different types of science enquiry to answer them.  - Identifying and grouping e.g. animals with and without skeleton  - Observe and compare e.g. movement.  - Grouping **(Magenta principles)**  **Investigation:**  True or false questions about body facts (e.g. length of arm is equal to circumference of head), Giant’s footstep’.  Magenta – arrange (food groups). | **Forces and Magnets Y3**  **Vocab:**  Appearance, physical properties, fossils, soil, organic matter, Igneous, Metamorphic, Sedimentary, Different types of rock, Grains, Crystals, Investigate  **Working scientifically:**  - Observing rocks.  - Identify & classify rocks  - Research and discuss different kinds of living things whose fossils are found in sedimentary rocks.  - Explore different soil  - Raising and answering questions e.g. the way that soils are formed.  - Investigate e.g. what happens when rocks are rubbed together or what changes occur when they are in water (With a focus on fair testing) | **Rocks Y3**  **Vocab:**  Appearance, physical properties, fossils, soil, organic matter, Igneous, Metamorphic, Sedimentary, Different types of rock, Grains, Crystals, Investigate  **Working scientifically:**  - Observing rocks.  - Identify & classify rocks  - Research and discuss different kinds of living things whose fossils are found in sedimentary rocks.  - Explore different soil  - Raising and answering questions e.g. the way that soils are formed.  - Investigate e.g. what happens when rocks are rubbed together or what changes occur when they are in water (With a focus on fair testing) | **Sound Y4**  **Vocab:**  vibrating/vibrations , travel, Vibrations travel through a medium to the ear, Pitch, Volume, Faint/fainters, distance , Increase, Decrease , Anatomy of the ear.  **Working scientifically:**  - Finding patterns in sounds that are made by different objects e.g. saucepan lids of different sizes and elastic bands of different thicknesses.  - Make earmuffs from a variety of materials to investigate the best insulation against sound.  - Make and play their own instruments using their knowledge about pitch and volume. | **States of Matter Y4**  **Vocab:**  Appliances, electricity, simple series electrical circuit**,**  Construct, Cells, wires**,** bulbs**,** switches  - buzzers  - lamp  - complete loop with a battery  - Conductor  - Insulator  - Components  -Devices  \*Formal circuit diagrams are introduced in Y6\*  **Working scientifically:**  - Predictions e.g. bulbs get brighter if more cells are added. (See NC for other examples)  - Suggest improvements and raise further questions within a scientific enquiry. |
| **D&T** | **Cooking and nutrition**  Design a meal based on WWII Rations (VE day party)  **Vocab:**  Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design  Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.  Evaluate – investigate, analyse, products, design criteria  Nutrition, healthy eating, varied diet, sweet/savoury, seasonality, ingredients, reared, caught, processed, cut, slice, dice, mash, sieve, pour, whisk, peal, grate, blend. | | **Structures/Construction**  Bridges  **Vocab:**  Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design  Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.  Evaluate – investigate, analyse, products, design criteria | | **Electrical**  Make Victorian shoebox houses which include and electrical circuit to turn on a light in the house.  **Vocab:**  Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design  Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.  Evaluate – investigate, analyse, products, design criteria | |
| **Art** | **Printing – Artist (KMS alternating with Music)**  (Y3) relief and impressed printing, recording textures/patterns, mono printing, colour mixing through overlapping colour prints  (Y4) use sketch books for recording textures/patterns, interpret environmental and man-made patterns, modify and adapt print | | **Drawing – Cave paintings/drawings/portraits**  (Y3) – experiment with the potential of various pencils, close observation, draw both the positive and negative shapes, initial sketches for preparation for painting, accurate drawings of people (particularly faces)  (Y4) Identify and draw the effect of light, scale and proportion, accurate drawings of whole people including proportion and placement, work on a variety of scales, computer generated drawings. | | **Texture – William Morris**  (Y3) use smaller eyed needles and finer threads, weaving, tie dying, batik  (Y4) use a wider variety of stitches, observation and designs of textural art, experiment with creating mood, feeling and movement, compare different fabric. | |
| **Computing** | E-safety: Google Share with care  (year 3 scheme of work) | Digital Literacy & E-safety: using a computer/device | Digital Literacy:Explore a Topic with Research and Collaboration | Coding: Animations - Space | Coding: Sound and music - Rock band | Coding: project |
| **History** | **WW2**  **Vocab:**  Adolf Hitler, Nazi, Jew, food rationing, Anderson shelter, battle of Britain, invasion, evacuation, holocaust, evacuee, diet, implementation, military, air force, navy, army  (DIARY)  Historical aims:  - Understand the achievements and follies of mankind  - Historical enquiries  - Gain historical perspective by putting their knowledge into context. | | **Stone age to Iron age**  **Vocab:**  Early man, copper mining, bronze age, stone henge, hill fort, druids, iron age, tools, crucial, survival, Skara Brae, hunting tool, tribe, mining, archaeologist, unreliable, evidence  Historical aims:  - Understand how evidence is used rigorously to make historical claims. | | **The Victorians**  **Vocab:**  Queen Victoria, Albert, Workhouse, invention, Victorian, steam engine, punch and Judy, rich, poor, chimney sweep, slate, chalk, cane, blackboard, abacus, whip & top, yo-yo, Diablo, horse, carriage, mangle, quill, ink, empire  Historical aims:  - Understand the expansion and dissolution of empires.  - Understand how Britain has influenced the wider world and how people’s lives has shaped this nation. | |
| **Geography** | **Locate world’s countries, focussing on Europe**  **Vocab:**  Countries of Europe e.g. France, Europe, EU, Brexit, physical and human characteristics, name mountains, rivers, landmarks & major cities, democracy, treaty,  Geographical skills:  - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | **Dartmoor (Local study)**  Geographical skills:  - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. | | **Volcanoes and earthquakes**  **Vocab:**  Earthquake, volcano, disaster, natural, layer, crust, outer core, molten rock, vent, eruption, volcanic, lava, nickel, iron, expelled, mantle, magma, active, pumice, extinct, dormant, core, ash, tectonic plates, tsunami, ring of fire,  Geographical skills:  - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. | |
| **Music** |  | |  | |  | |
| **PE** | High 5  Dance – Rock and Roll/Swing (Link to WWII) | | Dance – St George and the Dragon  Gymnastics – Rolling  Net and wall  OAA  CLC - Orienteering | | Dance – Volcanoes  Gymnastics – balance  Striking and fielding  Athletics  CLC – Rounders and cricket | |
| **RE**  Devon and Torbay RE Syllabus    Y4 Units | What do Hindus believe God is like? | 2a.3 INCARNATION / GOD: What is the Trinity? **Christmas** | What does it mean to be a Hindu in Britain today? | 2a.5 SALVATION: why do Christians call the day Jesus died ‘Good Friday’?  **Easter** | 2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? | Why do some people think that life is like a journey and what significant events mark this? |
| Jigsaw (PSHE)  **Vocab identified on weekly planning** | Being me in my world  Year 3 scheme of work | Celebrating difference | Dreams and goals | Healthy me | Relationships | Changing me |