

Autumn Term 2019 Medium Term Plans Dragonflies

<b>Year B</b>	Autumn Term: <b>World War II/Europe</b>		Spring Term: <b>In a land before time</b>		Summer Term: <b>The Victorians/ Volcanoes and earthquakes</b>	
<b>English</b>	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
<b>Maths</b>  White Rose  Rising Stars	Place value Number sense (3 weeks) Addition and subtraction Additive reasoning (3 weeks) Multiplication and division Multiplicative reasoning (3 weeks) Number sense (3 weeks) Number Sense (2 weeks)  Length, perimeter and area (KMS) (Every Wednesday morning) Geometric reasoning (2 weeks)		Multiplication and division reasoning (3 weeks) Fractions Multiplicative reasoning (3 weeks) Decimals Geometric reasoning (2 weeks)  sense (2 weeks)		Money reasoning (3 weeks) Statistics sense (2 weeks) Time Multiplicative reasoning (3 weeks) Shape reasoning (2 weeks) Mass and capacity Position and direction	
<b>Science</b>	<b>Animals</b> <b>Vocab:</b> Nutrition , Skeleton , Muscles, Support, Protection, Movement, Exoskeletons, Vertebrate, Invertebrate  <b>Working scientifically:</b> - Asking relevant	<b>Humans</b> <b>Vocab:</b> Skeleton, Muscles, Support, Protection , Movement, Food groups fruit and vegetables , dairy, carbohydrates, protein, oils and spreads, fats & sugars, Names of bones, Contracting, Relaxing, Pair	<b>Rocks</b> <b>Vocab:</b> Appearance, physical properties, fossils, soil, organic matter, Igneous, Metamorphic, Sedimentary, Different types of rock, Grains, Crystals, Investigate  <b>Working scientifically:</b>	<b>Light</b> <b>Vocab:</b> Dark is the absence of light, Reflection, Reflected , protect, Shadow, Light, Patterns, change , Directly (at the sun)  <b>Working scientifically:</b> - Looking for patterns	<b>Sound</b> <b>Vocab:</b> vibrating/vibrations , travel, Vibrations travel through a medium to the ear, Pitch, Volume, Faint/fainters, distance , Increase, Decrease , Anatomy of the ear.  <b>Working scientifically:</b>	<b>Electricity</b> <b>Vocab:</b> Appliances, electricity, simple series electrical circuit, Construct, Cells, wires, bulbs, switches - buzzers - lamp - complete loop with a

	<p>questions and using different types of science enquiry to answer them.</p> <ul style="list-style-type: none"> <li>- Identifying and grouping e.g. animals with and without skeleton</li> <li>- Observe and compare e.g. movement.</li> <li>- Grouping (<b>Magenta principles</b>)</li> </ul> <p>Magenta - arrange (bones), arrange/reduce (most important body parts/organs).</p>	<p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>- Asking relevant questions and using different types of science enquiry to answer them.</li> <li>- Identifying and grouping e.g. animals with and without skeleton</li> <li>- Observe and compare e.g. movement.</li> <li>- Grouping (<b>Magenta principles</b>)</li> </ul> <p><b>Investigation:</b> True or false questions about body facts (e.g. length of arm is equal to circumference of head), Giant's footprint'.</p> <p>Magenta - arrange (food groups).</p>	<ul style="list-style-type: none"> <li>- Observing rocks.</li> <li>- Identify &amp; classify rocks</li> <li>- Research and discuss different kinds of living things whose fossils are found in sedimentary rocks.</li> <li>- Explore different soil</li> <li>- Raising and answering questions e.g. the way that soils are formed.</li> <li>- 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)</li> </ul>	<p>with what happens to shadows when the light source moves or the distance between the light source and the object changes.</p> <ul style="list-style-type: none"> <li>- Taking accurate measurements, record findings using bar charts, drawings. e.g. length of shadow</li> <li>- Show presentations of results and conclusions when investigating light (shadows)</li> </ul>	<p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>- Finding patterns in sounds that are made by different objects e.g. saucepan lids of different sizes and elastic bands of different thicknesses.</li> <li>- Make earmuffs from a variety of materials to investigate the best insulation against sound.</li> <li>- Make and play their own instruments using their knowledge about pitch and volume.</li> </ul>	<p>battery</p> <ul style="list-style-type: none"> <li>- Conductor</li> <li>- Insulator</li> <li>- Components</li> <li>- Devices</li> </ul> <p>*Formal circuit diagrams are introduced in Y6*</p> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>- Predictions e.g. bulbs get brighter if more cells are added. (See NC for other examples)</li> <li>- Suggest improvements and raise further questions within a scientific enquiry.</li> </ul>
<b>D&amp;T</b>	<p><b>Cooking and nutrition</b> Design a meal based on WWII Rations (VE day party)</p> <p><b>Vocab:</b> 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</p>	<p><b>Structures/Construction</b> Bridges</p> <p><b>Vocab:</b> 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</p>	<p><b>Electrical</b> Make Victorian shoebox houses which include and electrical circuit to turn on a light in the house.</p> <p><b>Vocab:</b> 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</p>			

	Nutrition, healthy eating, varied diet, sweet/savoury, seasonality, ingredients, reared, caught, processed, cut, slice, dice, mash, sieve, pour, whisk, peel, grate, blend.		
Art	<b>Printing – Artist (KMS alternating with Music)</b> (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	<b>Drawing – Cave paintings/drawings/portraits</b> (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.	<b>Texture – William Morris</b> (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	1. Word processing 2. Presentation Skills  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  Internet Safety What is cyber bullying/To buy or not to buy	1. Internet research and communication 2. Using and applying  Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.  Internet Safety Emailing/Keep it to yourself	1. Programming Turtle, Logo and Scratch 2. Drawing and DTP  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  Internet Safety Online communication/Party planners
History	<b>WW2</b> <b>Vocab:</b> Adolf Hitler, Nazi, Jew, food rationing, Anderson shelter, battle of Britain, invasion, evacuation, holocaust, evacuee, diet, implementation, military, air force, navy, army (DIARY)	<b>Stone age to Iron age</b> <b>Vocab:</b> 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	<b>The Victorians</b> <b>Vocab:</b> 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

	<p>Historical aims:</p> <ul style="list-style-type: none"> <li>- Understand the achievements and follies of mankind</li> <li>- Historical enquiries</li> <li>- Gain historical perspective by putting their knowledge into context.</li> </ul>	<p>Historical aims:</p> <ul style="list-style-type: none"> <li>- Understand how evidence is used rigorously to make historical claims.</li> </ul>	<p>Historical aims:</p> <ul style="list-style-type: none"> <li>- Understand the expansion and dissolution of empires.</li> <li>- Understand how Britain has influenced the wider world and how people's lives has shaped this nation.</li> </ul>
<b>Geography</b>	<p><b>Locate world's countries, focussing on Europe</b></p> <p><b>Vocab:</b> Countries of Europe e.g. France, Europe, EU, Brexit, physical and human characteristics, name mountains, rivers, landmarks &amp; major cities, democracy, treaty,</p> <p><b>Geographical skills:</b> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Dartmoor (Local study)</b></p> <p><b>Geographical skills:</b> - 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.</p>	<p><b>Volcanoes and earthquakes</b></p> <p><b>Vocab:</b> 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,</p> <p><b>Geographical skills:</b> - 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.</p>
<b>Music</b>	<p><b>Pitch - through either Recorders or Ukeleles if they can be hired. (KMS alternating with Art)</b></p> <p><b>Vocab:</b> Pluck/pick, strum, tremolo, note/chord names, ostinato, body, neck, head, fretboard, strings, solo, tutti, ensemble unison, repeated section.</p> <p><b>Musical Dimensions:</b> Texture - Identify and use different types of texture including solo, unison and ostinato. Timbre - Identify a range of related instruments by name.</p>	<p><b>Steel pan drums</b></p> <p><b>Vocab:</b> Chord strum, mallet, Bamboo Tamboo, pitch, step, leap, high, low, piano, forte, crescendo, diminuendo</p> <p><b>Musical Dimensions:</b> Pitch - Identify melodic shape and explore different scale patterns. Dynamics - Explore how to use dynamics for expressive effect.</p>	<p><b>Samba</b></p> <p><b>Vocab:</b> Surdo, Caixa, Repinique, Agogo Bells, Ganza, Tamborim, grove, call and response, call and copy, solo, break, rhythm, steady beat, bar, metre</p> <p><b>Musical Dimensions:</b> Duration - Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre. Tempo - Explore how to use tempi for expressive effect.</p>
<b>PE</b>	<p>High 5 Dance - Rock and Roll/Swing (Link to WWII)</p>	<p>Dance - St George and the Dragon Gymnastics - Rolling</p> <p>Net and wall OAA</p> <p>CLC - Orienteering</p>	<p>Dance - Volcanoes Gymnastics - balance</p> <p>Striking and fielding Athletics</p> <p>CLC - Rounders and cricket</p>
<b>RE</b>	L2.1 Creation/fall: What do Christians learn from the	L2.2 People of God: What is it like to follow God?	L2.4 Gospel: What kind of world did Jesus want?

Devon and Torbay RE Syllabus	creation story? L2.10 How do festivals and family life show what matters to Jewish people?		L2.9 How do festivals and worship show what matters to a Muslim?		L2.12 How and why do religious and non-religious people try to make the world a better place?	
Y3 Units						
Jigsaw (PSHE) <b>Vocab identified on weekly planning</b>	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me