





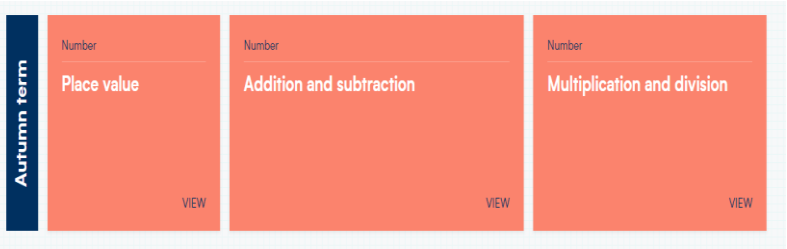
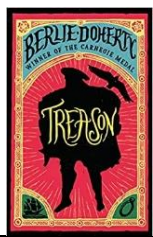

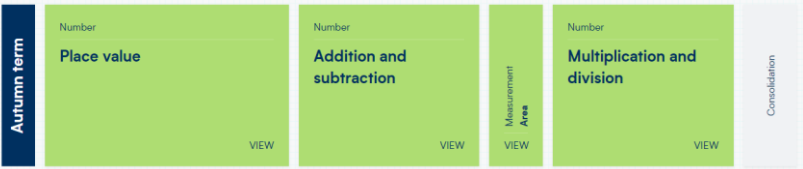


Medium Term Planning Template

Term: Autumn 1 and 2

Year: 3/4

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

Curriculum Drivers					
Use of technology 	The Natural World 	6 characteristics of learning 	Diversity 	Values 	Health and Well-being 
Topic Name: The Tudors/Creative Christmas					
Key Question: How did Henry VIII change Britain?					
English			Maths		
<p>Comprehension: VIPERS Based on Treason class book</p>			<p>White Rose YEAR 3</p> 		
<p>Reading Class book</p>  			<p>YEAR 4</p> 		
<p>Writing</p> <ul style="list-style-type: none"> • Story Writing • Diary Writing • Drama - Henry and his wives • Henry biography 					
Science Forces and Motion			History (Understanding the World)		
<ul style="list-style-type: none"> • To observe and describe different ways of moving. • To describe the movement of objects using appropriate vocabulary. • To identify objects which can be moved by pushing and which can be moved by pulling. • To make suggestions about how objects can be made to move and to find out whether they were right. • To identify the cause of motion. • To describe the movement of objects using appropriate vocabulary. • That it is not only ourselves that make things move by pushing. • To ask questions about what is causing movement 			<ul style="list-style-type: none"> • Place key events and people studied on a timeline and explain the impact that these periods/people had. • Know how technological advancements between the Stone Age and the Iron Age improved people's lives (housing, tools, agriculture) • Know key events concerning the history and development of Western Primary School • Know who replaced the Romans as the main power in Britain. Who were the main characters and what evidence remains of their influences? • Know who Henry 8th was, why he had 6 wives and who they were. What impact did he have on religion in England? • Know when WW2 was fought, who the main protagonists were and why the Battle of Britain was such a key event. • Know when and why Ancient Egypt became a world power and what were some of their achievements and beliefs. • Know and use appropriate vocabulary. • Know how to organize historical information in order to respond to historical questions. 		

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	<p><u>Vocabulary from Y2</u> Artefact, calendar, change, chronology, chronological, decade, monarch, king, queen, parliament, museum, months, years, treason, plot, traitor, torture.</p> <p><u>From Year 3/4 key Knowledge Map</u> Ano Domini (In the year of our Lord) BC Before Christ BCE Before Common Era Artefact, archeologist, prehistoric, primary and secondary evidence</p>
<p>Geography (Understanding the World)</p>	<p>PSHCE (PSED)/French</p>
<ul style="list-style-type: none"> • France • Germany 	<p>PSHE - Kapow Cycle A</p> <ul style="list-style-type: none"> • Setting groundrules and signposting • Friendship issues and bullying • Stereotyping • Gender Age disability • Healthy friendships and boundaries • Learning who to trust and respecting differences. • Change and Loss Bereavment <p>French French for Autumn term will be Unit 10 " Au Marché". This is all about the market & will cover the following. fruit and vegetables vocabulary Cultural understanding of continental markets Cultural understanding of currency (Euros) Rôle play between customer & market stall holder Please and thank you in French The verb VOULOIR (to want) in its simplest form of "JE VOUDRAIS" Recognition of key topic vocabulary in oral, aural and written forms</p>
<p>RE (Understanding the World)</p>	<p>PE (Physical Development)</p>
<p>Why are festivals important to religious communities? (Judaism - Yom Kippur, Hinduism - Divali)</p>	<ul style="list-style-type: none"> • Football • Dance

<p>Art (Expressive Arts and Design)</p>	<p>Design Technology (Expressive Arts and Design)</p>
<p><u>Portraits - Hans Holbein</u> <u>Progression ART</u></p> <ul style="list-style-type: none"> • I can use my observational skills to develop sketching techniques relating to portraits. 	<p><u>Christmas photo frame</u> <u>Progression DT</u></p> <ul style="list-style-type: none"> • I can generate, develop and model ideas through discussion, annotated sketches and paper and cardboard prototypes.

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- I can improve my mastery of art and design techniques including space and proportion (Tudors)
- I can comment on the work of Hans Holbein and create a portrait in that style (Tudors)
- I can create different tones of secondary colours from primary colours.

From Y1/2

Drawing and sketching

- I can use line and tone to represent things seen, remembered or observed
- I can use a range of materials to produce line, tone and shade
- I can select appropriate media and techniques to achieve a specific outcome

Painting and use of colour

- I can use primary and secondary colours effectively to achieve a specific outcome.
- I can create tones, tints and shades
- I can create different effects by using a variety of tools and techniques such as dots, scratches and splashes

Understanding of famous artists.

- I can talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to my own work.
(Andy Warhol, Vincent Van Gogh, Giuseppe Arcimboldo- dependent on topic)
Key skills
- I can confidently make different colours by mixing.

- I can research, develop and design innovative, functional and appealing products that are fit for purpose for individuals and groups of people.
- I can select and accurately use a wider range of tools to perform practical tasks.
- I can select and use a wider range of materials including electrical components to construct a product that has functional properties.
- I can select and use a wider range of materials including construction materials and textiles to construct a product that has functional properties.
- I can evaluate my ideas and products against my design criteria and consider the viewpoints of others when improving my work.
- I can investigate and evaluate a range of wooden craft products
- I can use pencils, rulers and other apparatus to accurately mark lines for cutting.
- I can use some specific tools safely.

From Y1/2

Design

- I can draw on my experiences to generate an idea.
- I can suggest ideas and explain what I am going to do.
- I can generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- I can design purposeful, functional, appealing products for myself and other users based on design criteria.

Make

- I can select from and use a range of tools and equipment to perform practical tasks.
- I can assemble, join and combine materials in order to make a product

Evaluate

- I can talk or write about how successful my product is.

Technical Knowledge

- I can make changes to simple structures to make them more stable.

Key practical skills

- I can use different techniques to join objects together when model-making.

Computing
(Understanding of the World)

Autumn 1

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Online Safety – Online relationships

Computing Systems and Networks – Connecting systems

- How does a digital device work?
- What parts make up the digital device.
- How do digital devices help us?
- How am I connected?
- How are computers connected?
- What does our school network look like?

Autumn 2

Online Safety – Online relationships

Computing Systems and Networks – The Internet

- Can a picture move?
- Frame by frame.
- What's the story?
- Picture perfect.
- Evaluate and make it great
- Lights, camera action.

Key Texts	Launch Event
 	Trip to Bolling Hall Bradford September Wed 25 th and Friday 27 th September.
Trips, Events & Visitors	Whole School Events
Bolling Hall Trip Work showcase	Remembrance Day
Questions	Characteristics of Learning
How did Henry VIII change Britain?	Ambitious, Collaborative, Curious, Reflective, Resilient, Resourceful

