

Y3-4 Cycle A Spring Term 2 Medium Term Plan: Mining Communities

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Geography	<p>Where in the UK do I live? SESSION 1A</p>	<p>What are the features of coal mining locations? SESSION 2A</p>	<p>What are the features of coal mining locations? SESSION 2B</p>	<p>What are the features of coal mining locations? SESSION 2C FIELDWORK</p>	<p>What industries are in our local area? Has this changed over time?</p>	<p>How has local land use changed?</p>
	<ul style="list-style-type: none"> ✓ To know and locate major cities in the United Kingdom. ✓ To know the eight points of a compass. 	<ul style="list-style-type: none"> ✓ To use maps effectively to locate areas of coalfields and mining communities. ✓ To know some of the physical features of mining communities. ✓ To recognise similarities and differences of geographical features between mining communities in different locations. 	<ul style="list-style-type: none"> ✓ To understand and describe key aspects of human geography in mining communities, including the purpose of land use and transportation links. ✓ To recognise similarities and differences of geographical features between mining communities in different locations. ✓ To know how to use maps to investigate local land use patterns over time. ✓ 	<ul style="list-style-type: none"> ✓ To know how to measure and record human and physical features in mining areas using fieldwork knowledge. ✓ To know how to use digital technology to record evidence in the field (e.g., photographs and voice recordings). ✓ To be able to use different evidence to draw conclusions about how an environment has changed over time. ✓ To know how to collect and record evidence using scale drawings and field sketches. ✓ To know how to create a simple scale drawing. 	<ul style="list-style-type: none"> ✓ To know that people in a location can have different types of jobs (construction, retail, manufacturing, commercial). ✓ To know how to use maps and graphs to investigate features of their locality. ✓ To understand how land use patterns around coalfields have changed over time. 	<ul style="list-style-type: none"> ✓ To recognise residential and transportation land use. ✓ To know how to use geographical sources to identify changes to land use over time.
	<p>Where in the UK do I live? SESSION 1B</p>					
<ul style="list-style-type: none"> ✓ To know what an Ordnance Survey maps is and that it is used in the UK. ✓ To know how to use Ordnance Survey maps to build knowledge of a place. 						<ul style="list-style-type: none"> ✓ To understand and describe key aspects of human geography in mining communities, including the purpose of land use and transportation links. ✓ To know some of the physical features of mining communities. ✓ To be able to use different evidence to draw conclusions about how an environment has changed over time.
Science	<p>What are plants?</p>	<p>How is water transported through plants?</p>	<p>Why do some plants have flowers?</p>	<p>How are seeds dispersed?</p>	<p>What is the life cycle of a plant?</p>	
	<ul style="list-style-type: none"> ✓ To identify and describe the functions of the basic parts of a flowering plant: roots, stem/trunk, leaves, flower. ✓ To know that roots anchor the plant in place. ✓ To know that the stem holds the leaves and flowers up. ✓ To know that leaves use sunlight and water to produce the plant's food, and that this process is called photosynthesis. ✓ To explain how differences in plants e.g. root length, help their survival. 	<ul style="list-style-type: none"> ✓ To describe the process of transpiration. ✓ To know that roots absorb water and nutrients from the soil. ✓ To know that the stem transports water and nutrients around the plant. ✓ To use a range of equipment appropriately, including data loggers (e.g., Lux meters), with support, to collect relevant data. (WS) ✓ To make careful observations to collect relevant data to answer a question. (WS) 	<ul style="list-style-type: none"> ✓ To know that some plants have flowers, and this enables the plant to reproduce. ✓ To name and identify the parts of a flower needed for pollination: stamen, stigma, ovary. ✓ To describe pollination as pollen, which is produced by the stamen, being transferred onto the stigma. ✓ To know that seeds are formed in the ovary. ✓ To know that pollination forms seeds, sometimes contained in berries or fruits. 	<ul style="list-style-type: none"> ✓ [To describe pollination as pollen, which is produced by the stamen, being transferred onto the stigma.] ✓ To know and explain the different ways seeds can be dispersed: wind, water, animals. ✓ To group and sort seeds on how they will be dispersed based on their common features. ✓ To use a range of equipment appropriately, including data loggers (e.g., Lux meters), with support, to collect relevant data. (WS) 	<ul style="list-style-type: none"> ✓ To describe germination as the part of a plant's life cycle when it begins to sprout and grow. ✓ To name the different stages in a plant's life cycle. ✓ To describe how a plant changes through each stage of its life cycle. ✓ To describe how humans can have a negative impact on the life cycle of a plant e.g. pollution in the soil harming roots. 	

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	<ul style="list-style-type: none"> ✓ To use a range of equipment appropriately, including data loggers (e.g., Lux meters), with support, to collect relevant data. (WS) 	<ul style="list-style-type: none"> ✓ To record findings from scientific enquiries using drawings, labelled diagrams, keys, bar charts and tables, with scaffolding and support. (WS) ✓ To use simple scientific language when recordings findings, with support. (WS) ✓ To identify similarities, differences and changes in data and observations, with support. (WS) 				
<p style="text-align: center;">Art</p>		<p>How does art make us feel? SESSION 1A</p>	<p>How does art make us feel? SESSION 1B</p>	<p>How can you tell what I am feeling from how I draw a line?</p>	<p>How can printing create emotion and mood? SESSION 4A</p>	<p>How can printing create emotion and mood? SESSION 4B</p>
		<ul style="list-style-type: none"> ✓ To understand how artists use colours and lines to represent different feelings and emotions. ✓ To know that Sam Francis is an abstract artist who uses bright colours and snake-like or web-like patterns. 	<ul style="list-style-type: none"> ✓ To know how to combine different materials to create printing blocks that have varied texture. ✓ 	<ul style="list-style-type: none"> ✓ To understand how artists use colours and lines to represent different feelings and emotions. ✓ To know how to blend two colours when printing. ✓ To use their knowledge of line, colour and texture to compare Sam Francis' work to their own printing. 	<ul style="list-style-type: none"> ✓ To know how to combine different materials to create printing blocks that have varied texture. ✓ To know how to blend two colours when printing. ✓ 	<ul style="list-style-type: none"> ✓ To know how to blend two colours when printing. ✓ To know how to combine different materials to create printing blocks that have varied texture. ✓ To use their knowledge of line, colour and texture to compare Sam Francis' work to their own printing. ✓
			<p>How can we print different patterns?</p> <ul style="list-style-type: none"> ✓ To know how to combine different materials to create printing blocks that have varied texture. ✓ To know how to blend two colours when printing. ✓ To use their knowledge of line, colour and texture to compare Sam Francis' work to their own printing. 			