

Y3-4 Cycle B Spring Half Term 1 Medium Term Plan: Greece/ Rivers and the Water Cycle

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Geography	<p>GREECE Where in the world is Greece?</p>	<p>How are flora and fauna different in Greece and the UK?</p>	<p>Is land use in Greece similar to the UK? SESSION 5A</p>	<p>How do the physical features of Greece affect how the land was used in the past?</p>	<p>RIVERS & THE WATER CYCLE Why are we going around in circles? CROSS-CURRICULAR WITH SCIENCE</p>	<p>How are rivers used?</p>
	<ul style="list-style-type: none"> ✓ To know and locate the countries of Europe. ✓ To identify the Northern Hemisphere, Southern Hemisphere and the Equator. ✓ To know how to use maps and atlases to locate the countries of Europe. ✓ To know how to use four-figure grid references. 	<ul style="list-style-type: none"> ✓ To know the difference between flora and fauna. ✓ To know what a topographic map is. ✓ To identify and understand the main physical features of Greece. ✓ To know how to collect and record evidence using colour-coded maps. 	<ul style="list-style-type: none"> ✓ To understand the difference between agricultural, residential, recreational, transportation and commercial land use. ✓ To know the differences and similarities in types of land use in Greece and England. ✓ 	<ul style="list-style-type: none"> ✓ To know what a settlement is. ✓ To know that the physical landscape of a location impacts upon land use. ✓ To know how settlements and land use in Greece have changed over time. ✓ To use knowledge of past and present evidence to formulate conclusions about why a country has changed over time. ✓ To know that digital maps provide up-to-date data. ✓ To know that the physical landscape of a location impacts on land use. ✓ 	<ul style="list-style-type: none"> ✓ To understand the water cycle. 	<ul style="list-style-type: none"> ✓ To know that rivers are used for hydroelectricity, leisure and transportation. ✓ To interpret photographs, graphs and personal views to investigate how rivers are used.
	<p>What are biomes and how are they different?</p>	<p>What are vegetation belts and how are they different?</p>	<p>Is land use in Greece similar to the UK? SESSION 5B</p>	<p>How does land use in Greece differ to England? ASSESSMENT</p>	<p>What are the key features of a river?</p>	<p>Land and water everywhere: How do they shape a place? ASSESSMENT</p>
<p>To understand and describe some of the differences between biomes across the world.</p>	<ul style="list-style-type: none"> ✓ To know and describe what a vegetation belt is. ✓ To know that climate, elevation, soil and drainage determine where vegetation grows. ✓ To be able to select appropriate maps from an atlas that show the physical features of vegetation belts in Greece. 	<ul style="list-style-type: none"> ✓ To know the differences and similarities in types of land use in Greece and England. ✓ To know that the physical landscape of a location impacts upon land use. ✓ To know how to use four-figure grid references. ✓ To understand how to use a range of geographical sources to ask and reflect on questions in relation to human and physical features of Greece and England. ✓ 	<ul style="list-style-type: none"> ✓ To know the differences and similarities in types of land use in Greece and England. 	<p>To know the key features of a river.</p>	<ul style="list-style-type: none"> ✓ To know the key features of a river. ✓ To understand the water cycle. ✓ To know that rivers are used for hydroelectricity, leisure and transportation. 	
Science	<p>What's the matter? SESSION 1A</p>	<p>What's the matter? SESSION 1B</p>	<p>How can substances change state? SESSION 2A</p>	<p>How can substances change state? SESSION 2B</p>	<p>How does water go around in circles?</p>	
	<ul style="list-style-type: none"> ✓ To know the properties of solids, liquids and gases. ✓ To identify materials as solids, liquids or gases. ✓ To group materials according to whether they are solids, liquids or gases. 	<ul style="list-style-type: none"> ✓ To know the particle structure of a solid, liquid and gas. ✓ To know the properties of solids, liquids and gases. ✓ To know what a non-Newtonian substance is. 	<ul style="list-style-type: none"> ✓ To know that some materials change state when they are heated and cooled. ✓ To know the temperature at which some materials change state. 	<ul style="list-style-type: none"> ✓ To know and describe the process of evaporation. ✓ To know and describe the process of condensing. ✓ To know the temperature at which some materials change state. 	<ul style="list-style-type: none"> ✓ To know and describe the roles played by evaporations and condensation in the water cycle. ✓ To know the relationship between temperature and rate of evaporation. ✓ To record findings from scientific enquires using drawings, labelled 	

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	<ul style="list-style-type: none"> ✓ To make careful and systematic observations to collect relevant data to answer a question. (WS) ✓ To record findings from scientific enquiries using drawings, labelled diagrams, keys, bar charts and tables, with support. (WS) ✓ To use simple scientific language when recording findings. (WS) ✓ To report findings from scientific enquiries in a variety of ways e.g., oral and written explanations, displays, presentations. (WS) ✓ To use secondary sources to support explanations to scientific enquiries. (WS) ✓ To make links between observations and data from scientific enquiries and research from secondary sources. (WS) 		<ul style="list-style-type: none"> ✓ To explain what needs to stay the same and what is changing in a comparative and fair test. (WS) ✓ To decide, with support, the observation to make, including the frequency of observations, in order to find answers to a question. (WS) ✓ To make careful and systematic observations to collect relevant data to answer a question. (WS) ✓ To record findings from scientific enquiries using drawings, labelled diagrams, keys, bar charts and tables, with support. (WS) ✓ To identify new questions to investigate based on the observations or data obtained from an enquiry. (WS) ✓ To begin to suggest ways to improve a scientific enquiry process. (WS) 		<p>diagrams, keys, bar charts and tables, with support. (WS)</p> <ul style="list-style-type: none"> ✓ To use simple scientific language when recording findings. (WS) 	
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