

Y3/4 Cycle B Summer Term 2 Medium Term Plan: North America

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Geography	What countries are in North America?	What is the difference between a country and a state?	What different landmarks are there in North America? <b>SESSION 3A</b>	Where do people live in North America and why?	What changes have humans made to Las Vegas? <b>SESSION 5A</b>	What changes have humans made to Las Vegas? <b>SESSION 5B</b>
	<ul style="list-style-type: none"> <li>✓ To know and locate some countries in North America.</li> <li>✓ To use maps and atlases effectively to locate the countries of North America</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know the difference between a country and a state.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To identify and compare the physical features of different locations in North America.</li> <li>✓ To know how to use a range of geographical sources to identify the features of some of the countries in North America.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To understand how the physical and human features of a location leads to differences in population.</li> <li>✓ To identify physical and human features of differently populated areas by selecting appropriate maps from an atlas.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To understand that changing a landscape can be positive and negative.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To understand that changing a landscape can be positive and negative.</li> </ul>
			What different landmarks are there in North America? <b>SESSION 3B</b> <ul style="list-style-type: none"> <li>✓ To identify and compare the human features of different locations in North America.</li> <li>✓ To know how to use a range of geographical sources to identify the features of some of the countries in North America.</li> </ul>			Is changing a natural environment a positive or negative choice? <b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>✓ To understand that changing a landscape can be positive and negative.</li> <li>✓ To identify and compare the physical features of different locations in North America.</li> <li>✓ To identify and compare some human features of different locations in North America.</li> </ul>
Science	How do we group living things?		How does a classification key group living things?	How do humans have a negative effect on a habitat? <b>SESSION 3A</b>	How do humans have a negative effect on a habitat? <b>SESSION 3B</b>	How do humans have a positive effect on a habitat?
	<ul style="list-style-type: none"> <li>✓ To know that living things can be grouped according to some of their features and characteristics.</li> <li>✓ To select, with support, the most appropriate type of scientific enquiry to answer a question e.g. simple fair test, criteria for grouping, sorting and classifying, comparative test etc. (WS)</li> <li>✓ To record findings from scientific enquiries using drawings, labelled diagrams, keys, bar charts and tables, with support. (WS)</li> </ul>		<ul style="list-style-type: none"> <li>✓ To know that classification keys can be used to groups, identify and names a variety of living things.</li> <li>✓ To use knowledge of classification keys to group, identify and name living things in the local and wider environment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that environments can change which can pose danger to living things.</li> <li>✓ To know some environmental changes are due to mankind e.g., an oil spill.</li> <li>✓ To use secondary sources to support explanations to scientific questions. (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that environments can change which can pose danger to living things.</li> <li>✓ To know some environmental changes are due to mankind.</li> <li>✓ To know that some environmental changes occur naturally e.g., flood or earthquake.</li> <li>✓ To use secondary sources to support explanations to scientific questions. (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know some environmental changes are due to mankind.</li> <li>✓ To use secondary sources to support explanations to scientific questions. (WS)</li> </ul>
D&T	How can a wooden frame be strengthened?	Why are prototypes useful for designers? <b>SESSION 2A</b>		What different joints combine to make a product?	How can we cut wood safely and accurately?	How can we make a bug hotel?

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	<ul style="list-style-type: none"> <li>✓ To know how a frame can be supported and made stable.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use knowledge of reinforcing techniques to annotate sketches for a frame structure.</li> <li>✓ To know what diagonal braces and butt joints are and use this knowledge to create prototypes.</li> <li>✓ To know how to strengthen a frame using gussets and braces.</li> </ul>		<ul style="list-style-type: none"> <li>✓ [To use subject specific language to compare and contrast their design with their peers.]</li> <li>✓ [To know how to apply knowledge of techniques to a design brief.]</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use a saw to cut wood safely.</li> <li>✓ To measure wood accurately.</li> </ul>	<ul style="list-style-type: none"> <li>✓ [To use a saw to cut wood safely.]</li> <li>✓ [To measure wood accurately.]</li> <li>✓ [To know which materials are suitable for reinforcing corners of wood.]</li> <li>✓ To know how to, and explain, how a frame can be made stable and supported.</li> <li>✓ [To use subject specific language to compare and contrast their design with their peers.]</li> </ul>
		<p align="center"><b>Why are prototypes useful for designers?</b> <b>SESSION 2B</b></p>				
		<ul style="list-style-type: none"> <li>✓ [To use knowledge of reinforcing techniques to annotate sketches for a frame structure.]</li> <li>✓ [To know what diagonal braces and butt joints are and use this knowledge to create prototypes.]</li> <li>✓ To know which materials are suitable for reinforcing corners of wood.</li> <li>✓ [To know how to strengthen a frame using gussets and diagonal braces.]</li> </ul>				