



## 3A Medium Term Plan Spring 2

	Science	Humanities	RE	Computing
<b>Theme</b>	<p><b>Theme:</b> Light</p> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>To be able to set up a simple practical enquiry.</li> <li>To be able to make systematic and careful observations.</li> <li>To be able to use results to draw simple conclusions.</li> <li>To be able to use straightforward scientific evidence to answer questions or to support their findings.</li> <li>To be able to gather and record data.</li> </ul> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Recognise that we need light in order to see things and that dark is the absence of light.</li> <li>Notice that light is reflected from surfaces.</li> </ul>	<p><b>Theme:</b> <b>LOCAL AREA</b></p> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>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.</li> </ul> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<p><b>TOPIC - Christianity Easter - (salvation)</b></p> <p><b>What is 'good' about Good Friday?</b></p> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>I can express how someone may rescue / help others in a difficult situation</li> </ul> <p><b>Key knowledge</b></p> <p>To know why Christians believe Jesus' death was important (God's plan, 'saving the day' redeeming / saving Christians for what they've done wrong)</p>	<p>Unit - Animation (Teach Computing)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>To be able to create a storyboard</li> <li>To be able to create an animation</li> <li>To be able to edit an animation using onion skinning editing tools</li> <li>To be able to improve animations</li> <li>To be able to add multimedia to the animation</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise that light from the sun can be dangerous and that there are ways to protect your eyes.</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>Find patterns in the way that the size of shadows change.</li> </ul>			<p>accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li></li> </ul>
Week 1	<p><b>LO:</b> To recognise that we need light to see things and dark is the absence of light.</p> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>To be able to set up a simple practical enquiry.</li> </ul> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Recognise that we need light in order to see things and that dark is the absence of light.</li> </ul>	<p><b>LO:</b> Locate the local area on an ariel image.</p> <p><b>Learning objectives:</b> Can I find Brixton/Kings Avenue on a map and do I know where in the world I live?</p> <p><b>Key skills:</b> Use stories, atlases, pictures/photos and the internet as sources of information. Use junior atlases.</p> <p><b>Key knowledge:</b> To be able to name and locate England, London and Brixton on a map. Plan a walk around and down to Brixton.</p>	<p><b>L.O-</b> I know what it means to be rescued</p> <p><b>Key skills:</b> To show empathy to others in difficult situations.</p> <p><b>Key knowledge:</b> To know when to help someone in a difficult situation</p>	<p><b>LO:</b>To explain that animation is a sequence of drawings or photographs</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>To draw a sequence of pictures</li> <li>To create an effective flip book—style animation</li> <li>To explain how an animation/flip book works</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To understand what animation means (a sequence of drawings or pictures)</li> <li>To know how a simple animation works</li> </ul>
Week 2	<p><b>LO:</b> To investigate which surfaces reflect light.</p>	<p><b>L.O</b> Use fieldwork techniques to collect and record evidence.</p>	<p><b>L.O-</b> Retell the story of the last supper.</p>	<p><b>LO:</b> To relate animated movement with a sequence of</p>

	<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>To set up a simple practical enquiry by choosing the most reflective material for a new book bag.</li> <li>To make systematic and careful observations.</li> </ul> <p><b>Key knowledge-</b></p> <ul style="list-style-type: none"> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>Notice that light is reflected from surfaces - dark shadows indicate that there is very little light bouncing off of that place (maybe none).</li> <li>Where there are no shadows, this is where light is being bounced off objects (reflected).</li> </ul>	<p><b>Key skills:</b> Make appropriate observations about why things happen and express an opinion.</p> <p><b>Key knowledge:</b> I can say what I found on our walk, if our maps were accurate and if not why?</p>	<p><b>Key skills:</b> I can ask questions about the last supper.</p> <p><b>Key knowledge:</b> Children are able to recall important facts about the last supper.</p> <p>I know what the bread and wine symbolise for Christians.</p>	<p>images</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>To be able to predict what an animation will look like</li> <li>To be able to explain why little changes are needed for each frame</li> <li>To be able to create an effective stop-frame animation</li> <li></li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To understand that animations can be made up of many images that are slightly different from the next</li> </ul>
<p><b>Week 3</b></p>	<p>L.O: To be able to identify how Shadows are formed.</p> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>To be able to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> </ul> <p><b>Key knowledge:</b></p>	<p><b>L.O- To look around the local area and understand what the area is used for</b></p> <p><b>Key skills:</b> Draw a sketch of a simple feature from observation or photo. Suggest how photos provide useful evidence for their investigations. Use a camera independently. Count and record using a tally E.g. counting types of shops.</p> <p><b>Key knowledge:</b> I know that the land in Brixton has</p>	<p><b>L.O-</b> Why is the bread and wine important to Christians?</p> <p><b>Key skills:</b> Children offer an opinion why they think Jesus had the bread and the wine.</p> <p><b>Key knowledge:</b> To know the story of the last support and what it represented.</p>	<p>LO:To plan an animation</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>To be able to break down a story into settings, characters and events</li> <li>To be able to describe an animation that is achievable on screen</li> <li>To be able to create a storyboard</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand how shadows are formed - the direction of the light from the torch, which results in a shadow.</li> <li>• Identify that light can come from the torch, but it can't pass through an opaque object; some is absorbed and some is reflected. The place beyond the opaque object has no light, so a shadow is formed.</li> </ul>	lots of different uses.		<ul style="list-style-type: none"> <li>•</li> </ul> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>• To know the link between a storyboard and an animation</li> <li>• To know how simple animations are made etc Wallace and Gromit</li> </ul>
<p><b>Week 4</b></p>	<p><b>LO:</b> To know that light from the sun can be dangerous and that there are ways to protect our eyes.</p> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• To be able to use results to draw simple conclusions.</li> </ul> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explain the benefits and dangers of the sun. Benefits- Vitamin D, helps plants to grow, provides warmth, a light source and makes you feel happy.</li> <li>• UV light and its dangers- causes sunburn, wrinkles and skin cancer, damages the eyes and can change the colour of some materials.</li> </ul>	<p><b>L.O-</b> To understand the relationship between work and travel.</p> <p><b>Key skills:</b> Draw a sketch of a simple feature from observation or photo. Suggest how photos provide useful evidence for their investigations. Use a camera independently. Count and record using a tally E.g. counting types of shops.</p> <p><b>Key knowledge:</b> I can identify different uses of the area and explain why..</p>	<p><b>L.O-</b> To find out 'What was good about good Friday'</p> <p><b>Key skills:</b> Express an opinion about if good Friday was good for everyone.</p> <p><b>Key knowledge:</b> To know the story of the lead up to good Friday.</p>	<p>LO:To identify the need to work consistently and carefully</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• To be able to use onion skinning to help me make small changes between frames</li> <li>• To be able to review a sequence of frames to check my work</li> <li>• To be able to evaluate the quality of my animation</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know what onion skinning is (<i>a technique used in creating <b>animated</b> cartoons and editing</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>Describe ways to protect our eyes from the sun-knowing that looking directly into the sun can damage my retina.</li> </ul>			<p><i>movies to see several frames at once)</i></p> <ul style="list-style-type: none"> <li>To be able to identify where animation can be improved</li> </ul>
<b>Week 5</b>	<p><b>LO:</b> To investigate which materials block light to form shadows.</p> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>knowledge</b></p> <ul style="list-style-type: none"> <li>To recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> </ul>	<p><b>L.O-</b> Understand how Brixton has changed over the last 100 years.</p> <p><b>Key skills:</b> To use primary and secondary data to say what the similarities and differences are.</p> <p><b>Key knowledge:</b> I know how and why the area has changed over the last 100 years.</p>	<p><b>L.O-</b> I know why the last supper and Jesus's death is important to Christians.</p> <p><b>Key skills:</b> I can select the facts about the story and decide what happened and answer Why Christians believe why Jesus died.</p> <p><b>Key knowledge:</b> I know the story of the last supper and can explain the main points.</p>	<p><b>LO:</b>To review and improve an animation</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>To be able to explain ways to make my animation better</li> <li>To be able to evaluate another learner's animation</li> <li>To be able to improve my animation based on feedback</li> <li></li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know how to improve animation by using onion cutting and other editing tools</li> </ul>
<b>Week 6</b>	<p><b>LO:</b> To find patterns when investigating how shadows change size.</p> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>To make systematic and careful observations.</li> </ul> <p><b>Key knowledge</b></p>	<p><b>L.O-</b> What do we think Brixton will look like in 20 years?</p> <p><b>Key skills:</b> To use primary and secondary data to make a prediction. Create a map of the local area showing possible future changes</p> <p><b>Key knowledge:</b></p>	<p><b>L.O-</b> Why does Jesus death symbolise hope for Christians.</p> <p><b>Key skills:</b> I can recall facts about religions I have studied.</p> <p><b>Key knowledge:</b> Children to understand Jesus rescued humans and gave them another chance.</p>	<p><b>LO:</b>To evaluate the impact of adding other media to an animation</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>To be able to add other media to my animation</li> <li>To be able to explain why I added other</li> </ul>

	<ul style="list-style-type: none"><li>• To find patterns in the way that the size of shadows change by investigating what happens when you change the distance between the object and the light source.</li></ul>	I can make predictions about what could have to an area.		<ul style="list-style-type: none"><li>• media to my animation</li><li>• To be able to evaluate my final film</li><li>•</li></ul> <p>Key Knowledge:</p> <ul style="list-style-type: none"><li>• To know how to add another media to the animation e.g. music, text</li><li>• To know how to add effect to the animation e.g. transitions</li></ul>
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