



3A Medium Term Plan Summer 1

	Science	Humanities	RE	Computing
Theme	<p>Theme: Animals, Including Humans</p> <p>Key skills:</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings. <p>Key knowledge:</p> <ul style="list-style-type: none"> Identify that animals, 	<p>Theme: WINDRUSH</p> <p>Key skills</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of local history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time Develop the appropriate use of historical terms. They should ask questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <p>Key knowledge A local history- cover: What was Windrush? Why did it happen? What was the effect on the local area? https://www.bl.uk/windrush/articles/how-caribbean-migrants-rebuilt-britain# https://www.museumoflondon.org.uk/discover/how-did-empire-windrush-</p>	<p>TOPIC - How can Brahman be everywhere and in everything?</p> <p>Key skills - I can explain some of the different roles I play whilst still being me</p> <p>Key knowledge I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. (Brahman - creator; Vishnu - preserver; Shiva - destroyer)</p>	<p>Unit 3.4- Touch Typing (Use 2Type and Google Docs)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Able to touch type using nth hands <p>Key Knowledge:</p> <ul style="list-style-type: none"> understand how to touch type using the home, bottom and top row keys using both hands. Understand the correct way to sit at the keyboard.

	<p>including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	change-london-docklands		
Week 1	<p>S.K.L.O: To identify the types of nutrients humans need to be healthy.</p> <p>W.S.L.O: To present findings in a table.</p> <p>Key skills –</p> <ul style="list-style-type: none"> Identify and classify food. Identify and classify nutrients. Use scientific evidence to support answers. Record findings using simple scientific language, drawings, labelled diagrams and tables. <p>Key knowledge –</p> <ul style="list-style-type: none"> Identify the types of nutrients humans' need Understand why the body needs nutrients to stay healthy. Food is commonly divided into five food groups. 	<p>LO-Where in the world are the Caribbean Countries?</p> <p>Key skills- To use appropriate enquiry skills to locate the Caribbean Countries.</p> <p>Key knowledge To know the links between Britain and the Caribbean before 1940's and links.</p>	<p>LO- To explore who I am and what I mean to others.</p> <p>Key skills I can explain some of the different roles I play whilst still being me.</p> <p>Key knowledge Children understand that there is only one of them and whilst they are different things to different people, they are still themselves</p>	<p>LO: To learn how to use the home, top and bottom row keys</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To use the home, top and bottom row keys <p>Key Knowledge:</p> <ul style="list-style-type: none"> To understand the names of the fingers. (thumb, index, middle, third, little) To understand what is meant by – home, bottom, and top rows. Understand the correct way to sit at the keyboard.
Week 2	<p>S.K.L.O: To understand the term</p>	<p>LO- To understand how long black people have lived in England</p> <p>Key skills-</p>	<p>LO- To explain what Hindus believe about Brahman.</p> <p>Key skills-</p>	<p>LO: To use two hands when typing</p>

	<p>'balanced diet'.</p> <p>W.S.L.O: To record findings using simple scientific language, drawings and labelled diagrams.</p> <p>Key skills –</p> <ul style="list-style-type: none"> To record findings using simple scientific language, drawings and labelled diagrams. Classifying food into food groups. <p>Key knowledge -</p> <ul style="list-style-type: none"> Eatwell Guide provides human beings with guidance to know how much of different kinds of foods to eat. Understand the term 'balanced diet'. 	<p>To sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Key knowledge Children to about Olaudah Equiano, Ignatius Sancho, John Archer and Prince Alamayou Ryder.</p>	<p>To use stories to find about Branham.</p> <p>Key knowledge Children understand that Branham has different faces, but he is only one person.</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> To use the home, top and bottom row keys <p>Key Knowledge:</p> <ul style="list-style-type: none"> Understand the correct way to sit at the keyboard. -
<p>Week 3</p>	<p>S.K.L.O: To compare and contrast the diet of different animals.</p> <p>W.S.L.O: To record findings using simple scientific language, drawings and labelled diagrams.</p> <p>Key skills –</p> <ul style="list-style-type: none"> To record findings using simple scientific language, drawings and labelled diagrams. Use scientific evidence to support answers. <p>Key knowledge –</p> <ul style="list-style-type: none"> Some animals need to eat more of certain nutrients than others. 	<p>LO- I can explain what the Windrush is.</p> <p>Key skills- Use of primary sources from the internet and books.</p> <p>Key knowledge Children understand that people came over on the Windrush to work in the NHS and LT.</p>	<p>LO- To know the story of Ganesha/Lakshmi</p> <p>Key skills- Children are able to recall important facts about the story of Ganesha.</p> <p>Key knowledge - Children understand that Branham has different faces, but he is only one person. Children understand that they can worship at home,</p>	<p>LO: To practice the keys typed with the left hand</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Use their left hand to type <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know what area /keys on the keyboard will be typed Understand the correct way to sit at the keyboard. -

	<ul style="list-style-type: none"> • Carnivores eat lots of meat, so they get lots of their energy from protein. • Herbivores get their energy from eating plants. As plants are often not high in carbohydrates, protein and fats, herbivores have to eat large amounts of plant-based foods to get the energy they need. • Omnivores get their nutrients from both meat and plants. <p>https://www.hamilton-trust.org.uk/science/year-3-science/animals-including-humans-keeping-healthy/</p>			
<h2 style="text-align: center;">Week 4</h2>	<p>S.K.L.O: To sort animals based on their skeletons.</p> <p>W.S.L.O: To classify and present data to answer questions.</p> <p>Key skills –</p> <ul style="list-style-type: none"> • Classify animals based upon their characteristics. • To record findings using simple scientific language, drawings and labelled diagrams. • Present findings using a table. <p>Key knowledge –</p> <ul style="list-style-type: none"> • Identify animals that are vertebrates. • Identify animals that are invertebrates. • Name the three different 	<p>LO- To compare how people lived in the Caribbean to England</p> <p>Key skills To use primary and secondary sources to find out where people lived, worked etc.</p> <p>Key knowledge Children understand how different life in England was to living in the Caribbean. The weather, clothing, jobs.</p>	<p>LO- What is the tri-murti?</p> <p>Key skills To know that Hindus believe in one God.</p> <p>Key knowledge- Children understand that Brahma is made up of three deities; Brahma - creator Vishnu - preserver Shiva - destroyer.</p>	<p>LO: To practice the keys typed with the right hand</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Use their right hand to type <p>Key Knowledge:</p> <ul style="list-style-type: none"> - To know what area /keys on the keyboard will be typed - Understand the correct way to sit at the keyboard. -

	types of skeletons.			
Week 5	<p>S.K.L.O: To identify and name bones.</p> <p>W.S.L.O: To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Key skills –</p> <ul style="list-style-type: none"> To record findings using simple scientific language, drawings and labelled diagrams. <p>Key knowledge –</p> <ul style="list-style-type: none"> To be able to identify and name the bones in a human body. Label the human skeleton with the scientific names of bones. Compare and label the skeleton of a different type of animal. 	<p>LO- To find out how Brixton has changed because of Windrush</p> <p>Key skills- To use observational, ask questions and primary sources to explain the impact the Windrush has on the area.</p> <p>Key knowledge Children understand how food and people and buildings have changed over time in Brixton because of Windrush.</p>	<p>LO- I can identify the qualities of a god/goddess</p> <p>Key skills I can explain some of the different roles I play whilst still being me.</p> <p>Key knowledge Children understand that there is only one of them and whilst they are different things to different people, they are still themselves</p>	
Week 6	Consolidation Lesson	<p>LO- To know and understand the legacy of the Windrush.</p> <p>Key skills To be able to use primary, secondary and the internet to ask and answer questions.</p> <p>Key knowledge To know about the contributions some figures of African and Caribbean descent made to Britain; Floella Benjamin, Sam King and Mike Fuller.</p>	<p>LO- I can write an alternative ending of a poem about Branham.</p> <p>Key skills: I can recall facts about religions I have studied.</p> <p>Key knowledge: Children understand Branham has many different faces, but there is still only one God.</p>	

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