



3A Medium Term Plan Spring 1

	Science	Humanities	RE	Computing
Theme	<p>Theme: Forces and Magnets</p> <p>Key skills: I can use my prior knowledge to answer questions. - I can plan a simple</p> <p>Key knowledge: compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Theme: Invaders and settlers: the Romans</p> <p>Key skills: -Develop chronological knowledge. -Understanding of British Local and world history. -Know historical key terms. -Be able to say what is the same/ difference and what has changed about an area over time. -They should be able to use primary and secondary sources of information. - They should be able to use historical information to ask/answer questions and organise the important facts.</p> <p>Key knowledge The Romans Empire's effect on British; Homes Food War Education Li ving</p>	<p>Theme: Jesus Miracles. Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Key skills - I can talk about some of the things in the world that people think are miracles - I can say and give my opinion on whether I believe Jesus actually healed people or not</p> <p>Key knowledge To know and explain one Christian viewpoint about Jesus' healing miracles (Story - blind man, paralised man)</p>	<p>Unit 3.6 Branching Databases (lessons 1-3) Unit 3.8 Graphing (lessons 4-5)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> pupils can create a branching database and are able to successfully debug it to improve the quality of their digital content creation. Pupils can select the most appropriate graph format to present their data pupils present their graph by sharing it on a class blog pupils can set up a graph within 2Graph with a given number of fields, enter data and manipulate the presentation of it using: Sort, block size, additional rows and editing of labels pupils can present information in a range of graphical formats which includes attention to detail regarding appropriate labelling and block sizing <p>Key Knowledge:</p> <ul style="list-style-type: none"> They will understand how to collect, analyse, evaluate,

				<p>and present their data and information throughout the unit initially as a paper Yes/No game</p> <ul style="list-style-type: none"> • Pupils analyse each other's branching databases and can make further suggestions for improvement
Week 1	<p>L.O- Evaluate previous learning.</p> <p>Key skills To be able to explain/draw what forces is being used.</p> <p>Key knowledge: To know what are forces and the effects they have on objects.</p>	<p>LO: To understand how the Roman Empire grew</p> <p>Key skills Make a timeline to set this period into the wider context of world history</p> <p>Key knowledge Two contrasting stories about the founding of Rome, discussing the difference between legends and historical facts.</p>	<p>LO Can miracle explain</p> <p>Key skills Children are able to recall facts about a story in which a miracle happens and why they think it is a miracle. .</p> <p>Key knowledge Children will be able to say what is or is not a miracle.</p>	<p>LO: • To sort objects using just YES/NO questions.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Pupils understand how YES/NO questions are structured and answered. • Pupils have used YES/NO questioning to play a simple game with a friend. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To understand how to classify objects • To know the term 'database' • To know the term data •
Week 2	<p>LO: To be able to compare how things move on different surfaces.</p> <p>Key skills To be able to set up a simple fair-test.</p> <p>To be able to record findings in a bar chart.</p> <p>Key knowledge Why does the surface affect the movement of the tub.</p>	<p>LO How did the Roman Empire spread across many different countries.</p> <p>Key skills Research the Roman army and find out why it was so powerful.</p> <p>Key knowledge Design and make their own Roman shield and use it to role play being part of a Roman legion.</p>	<p>LO Do stories have to be true (i.e. actually happened) to be meaningful?</p> <p>Key skills Children are able to retell the main parts miracle story with little support.</p> <p>Key knowledge Children are able to know the true meaning behind the Miracle stories.</p>	<p>LO: • To complete a branching database using 2Question.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Pupils have contributed to a class branching database about fruit. • Pupils have completed a branching database about vegetables. • Pupils can edit and adapt a branching database to accommodate new entries <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know the term 'branching database' • To understand how to classify objects

				<ul style="list-style-type: none"> To know the term 'database' To know the term data
Week 3	<p>LO: To notice that some forces need contact between two objects, but magnetic forces can act at a Distance</p> <p>Key skills To ask questions and answer them by planning and carrying out a fair test</p> <p>Key knowledge I know which materials are attracted to magnets.</p>	<p>LO: To understand why the Romans wanted to invade Britain</p> <p>Key skills Analyse different invasion attempts and discover which one was successful.</p> <p>Key knowledge I can role play a position of a Celts and take part in a class debate to decide whether we should fight back against the Romans or not.</p>	<p>LO To understand what Miracles means.</p> <p>Key skills Children are able to say whether or not Jesus had special powers to heal others.</p> <p>Key knowledge Children to retell the story of the miracles.</p>	<p>LO: • To create a branching database</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Pupils can choose a suitable topic for a branching database. Pupils can select and save appropriate images Pupils can create a branching database. Pupils know how to use and debug their own and others' branching database. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know the term 'branching database' To understand how to classify objects To know the term 'database' To know the term data
Week 4	<p>LO: Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Key skills To be able to provide an oral explanation of findings.</p> <p>Key knowledge I know that magnets are still able to attract the steel nail through sand.</p>	<p>LO Who was Boudica and why did she rebelled against the Romans.</p> <p>Key skills Research primary and secondary historical sources to find out about the character of Boudica.</p> <p>Key knowledge To know the story of Boudica's rebellion against the Romans.</p>	<p>LO Jesus did make people better even though he wasn't a doctor?</p> <p>Key skills Children are able to say whether or not Jesus had special powers to heal others.</p> <p>Key knowledge: To know if Jesus' were miracles just stories to make people think Jesus was special/God on earth, or that we should help people who are sick?</p>	<p>LO:To enter data onto a graph</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Pupils can set up a graph with a given number of fields. Pupils can enter data for a graph. Pupils can produce and share graphs made on the computer <p>Key Knowledge:</p> <ul style="list-style-type: none"> Children know how to open appropriate program for graph making Children know how to enter and extract data from a graph
Week 5	<p>LO: To be able to notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p>	<p>LO What did the Romans build after they settled in Britain?</p> <p>Key skills</p>	<p>LO Could Jesus heal people?</p> <p>Key skills</p>	<p>LO: To present data using a variety of graphic forms.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Pupils have solved a maths

	<p>Key skills To be able to make systematic and careful observations.</p> <p>Key knowledge I know which magnet is the strongest and make a compass using that information.</p>	<p>Introduced to new vocabulary and then research Roman roads and aqueducts.</p> <p>Key knowledge I can make their own aqueduct model and test it out with running water.</p>	<p>I can select the facts about the story and decide what happened and answer Why Christians believe it was possible for Jesus to perform miracles</p> <p>Key knowledge To know the story of the blind man and retell the middle part.</p>	<p>investigation</p> <ul style="list-style-type: none"> • Pupils can present the results in a range of graphical formats. • Pupils will use the sorting option to make analysis of their data easier. • Pupils can select most appropriate style of graph for their data and explain their reasoning. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Children know the purpose of a graph and the many uses it comes with • Children know how to open appropriate program for graph making • Children know how to enter and extract data from a graph
Week 6	<p>LO: To be able to predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Key skills To be able to provide an oral explanation of findings.</p> <p>Key knowledge I know happens when you bring similar poles together.</p>	<p>LO What important things did the Romans introduce to Britain?</p> <p>Key skills Research everyday items that the Romans introduced.</p> <p>Key knowledge I can write a presentation about an item to read to the class.</p>	<p>LO What would a Miracle look like today?</p> <p>Key skills I can recall facts about religions I have studied.</p> <p>Key knowledge Children to understand what Miracles means and think about if miracles still happen today?</p>	<p>use this lesson to finish any unfinished work.</p>
Week 7	<p>LO: compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Key skills To be able to make systematic and careful observations.</p>	<p>LO:</p>		

	Key knowledge To know which materials are magnetic.			
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