

# MEDIUM TERM PLANNING



**CLASS 3**

**YEAR GROUP: 4/5/6**

**TERM: Spring 2025**

SCHOOL VALUES:	BRITISH VALUES:
<ul style="list-style-type: none"> <li>• Friendship</li> <li>• Respect</li> <li>• Politeness and Manners</li> <li>• Sensible Choices</li> <li>• Being Safe</li> <li>• Try Your Best</li> </ul>	<ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of Law</li> <li>• Individual Liberty</li> <li>• Respect</li> <li>• Tolerance</li> </ul>

	HISTORY	GEOGRAPHY	SCIENCE	RE	PSHE	PE	ART	ICT	Music	DT
Unit Title	What did the Greeks ever do for us?	Weather and Climate	Energy, Light and Reflection	What place does religion have in the World today?	A World without Judgement		Painting and Mixed Media – Light and Dark	Investigating Weather	Samba	Electrical Systems
1	Who were the Greeks and when did they live?	What is the difference between weather and climate?	The pathway of light	What is my worldview?	Breaking down Barriers	Badminton Skills/ Swimming/Cricket Skills	Tints and shades	What is the weather?	Samba Rhythms	Electrical Products
2	What did the Greeks believe?	How can we collect weather data?	See the light	What can we find out about religion in the UK from census data?	Inclusion and Acceptance	Badminton Skills/ Swimming/Cricket Skills	Three dimensions	Weather stations	Samba Rhythms	Evaluating Torches
3	How was ancient Greece governed?	How can we collect and record weather data?	Measuring shadows	What can buildings tell us about religion in the UK?	Children's Views	Badminton Skills/ Swimming/Cricket Skills	Painting techniques	Extreme weather	Samba Rhythms	Torch Design
4	Did the ancient Greeks give us democracy?	How can we present weather data?	Reflecting light	Where and why do religions spread?	Adult's Views	Badminton Skills/ Swimming/Cricket Skills	Composition	Satellites and forecasts	Samba Rhythms	Torch Assembly

5	How do Greek philosophers influence us today?	How can we analyse our weather data and evaluate our fieldwork?	Making a periscope	What is freedom of religion or belief?	British Values	Badminton Skills/ Swimming/Cricket Skills	Still life	Presenting forecasts	Samba Rhythms	
6	What did the Greeks do for us?		Using mirrors	Why should we learn about religions and worldviews?		Badminton Skills/ Swimming/Cricket Skills			Samba Rhythms	
7						Cricket Skills			Samba Rhythms	
8						Cricket Skills			Samba Rhythms	
9						Cricket Skills			Samba Rhythms	
10						Cricket Skills			Samba Rhythms	
11						Cricket Skills				
12										
END GOAL	<i>Describe the features of ancient Greece. Identify the key periods in the</i>	<i>By the end of this unit, the children will be able to identify seasonal and daily weather</i>	<i>Compare sources of light and explain how the eye is</i>	<i>Reflect on their own learning and how it has impacted their</i>	<i>A World Without Judgement supports children in exploring and</i>		<i>Share their ideas about a painting. Describe the difference</i>	<i>Search the web efficiently to find temperatures of different</i>		<i>Identify electrical products and explain why</i>

<p><i>ancient Greek civilisation. Make inferences about Greek gods. Research a Greek god. Compare Athens and Sparta. Understand the different types of democracy. Explain how Athenian democracy worked. Explain what philosophy is. Identify the achievements of the ancient Greek philosophers. Identify the ancient Greeks' legacies and their impact.</i></p>	<p>patterns in the United Kingdom and the location of climate zones worldwide in relation to the equator and the North and South Poles. They will have a solid understanding of the key aspects of the main climate zones. The children will also understand the effects of extreme weather and its impact on people and the environment. These are important skills and knowledge that will empower pupils to understand and appreciate the world around them. Throughout this unit, the children will use fieldwork to observe, measure, record and present weather conditions using various methods on the school grounds. Their active</p>	<p><i>protected from light.</i></p> <p><i>Describe how light travels and how we see luminous and non-luminous objects.</i></p> <p><i>Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow.</i></p> <p><i>Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it.</i></p> <p><i>Recall what happens to light when it reaches</i></p>	<p><i>personal development.</i></p> <p><i>Analyse census data to identify trends and changes in the religious makeup of the UK.</i></p> <p><i>Reflect on how their local area's data compares with an alternative area and national trends.</i></p> <p><i>Discuss reasons for the changing uses of religious buildings over time.</i></p> <p><i>Analyse and respond to data about religious diversity across the world.</i></p> <p><i>Discuss the historical and geographical influences on the spread and current distribution of religions.</i></p>	<p><i>celebrating the diverse world we live in. Students will have the opportunity to research British values and the laws that exist to protect us. This module helps children to focus on people's strengths, celebrate differences, and understand that everyone has the right to live the life they choose as long as they are not hurting others. The video topics look at differences in religion, discriminating against others due to disability, and supports children in becoming more accepting of others.</i></p>		<p><i>between a tint and a shade.</i></p> <p><i>Mix tints and shades by adding black or white paint.</i></p> <p><i>Discuss their real-life experiences of how colours can appear different.</i></p> <p><i>Use tints and shades to paint an object in 3D.</i></p> <p><i>Try different arrangements of objects for a composition, explaining their decisions.</i></p> <p><i>Produce a clear sketch that reflects the arrangement of their objects.</i></p> <p><i>Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</i></p>	<p><i>cities and record this accurately.</i></p> <p><i>Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use.</i></p> <p><i>Design an automated machine that uses selection to respond to sensor data.</i></p> <p><i>Search for and record weather forecast information in a spreadsheet and explain how this data is collected.</i></p> <p><i>Create a video which includes weather forecast information.</i></p>		<p><i>they are useful.</i></p> <p><i>Help to make a working switch.</i></p> <p><i>Identify the features of a torch and how it works.</i></p> <p><i>Describe what makes a torch successful.</i></p> <p><i>Create suitable designs that fit the success criteria and their own design criteria.</i></p> <p><i>Create a functioning torch with a switch according to their design criteria.</i></p>
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		<p>participation and contributions will make their learning experience rich and meaningful.</p>	<p><i>a smooth mirror surface.</i></p> <p><i>Identify the incoming and reflected rays and describe the relationship between their angles.</i></p> <p><i>Use mirrors to make a working periscope and explain how a periscope works using ray diagrams.</i></p> <p><i>Recall a range of uses of mirrors and reflection and describe how a mirror reflects light in different situations.</i></p> <p><i>Explain how light is reflected using knowledge of light and reflection.</i></p> <p><i>When working scientifically, pupils who are <b>secure</b> will be able to:</i></p>	<p><i>Explain the concept of freedom of religion or belief.</i></p> <p><i>Consider their own responses to issues related to freedom of religion and belief.</i></p> <p><i>Demonstrate an understanding of the need for tolerance and respect.</i></p> <p><i>Explore the role of learning about religion and worldviews in daily life.</i></p>			<p><i>Paint with care and control to make a still life with recognisable objects.</i></p>			
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*Make observations about the properties of light.*

*Use my observations as evidence to support conclusions about light.*

*Draw ray diagrams.*

*Pose testable questions in response to observations.*

*Record my measurements as a line graph.*

*Use my line graph to extrapolate data and make predictions about missing values.*

*Recall various jobs or inventions that*

			<i>use mirrors and reflection.</i>							
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