

MEDIUM TERM PLANNING



CLASS 3

YEAR GROUP: 4/5/6

TERM: Autumn 2024

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

| | HISTORY | GEOGRAPHY | SCIENCE | RE | PSHE | PE | ART/DT | ICT | Music | |
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| Unit Title | How did the achievements of the Ancient Maya impact their society and beyond? | Where does our food come from: Trade and Economics | Forces and Space: Unbalanced Forces Circuits, batteries, and Switches | Why is water symbolic? What does religion look like around the World? | Economic Wellbeing | | Marbulous Structures Sculpture and 3D: Mega Materials | Programming: Micro:bit | | |
| 1 | Who were the Maya and when did they live? | What do we trade? | Gravity | Why is water important? | Spending Choices | Rugby Skills/ Swimming | Exploring Structures | Tinkering with BBC Micro:bit | | |
| 2 | How did the Maya settle in the rainforest? | Who do we trade with? | Air resistance | How is water used in some rituals? | Budgeting | Rugby Skills/ Swimming | Marble Run Bridges | Programming an animation | Melody and Harmony Ghost Parade | |
| 3 | How important was chocolate to the Ancient Maya? | Trading with El Salvador | Water Resistance | How is water considered pure? | Jobs and Careers | Rugby Skills/ Swimming | Developing Practical Skills | Polling a program | Melody and Harmony Ghost Parade | |
| 4 | What made the Maya civilisation so successful? | Fair Trade | Friction | What is baptism? | Gender and Careers | Rugby Skills/ Swimming | Timed Marble Run Challenge | Programming a pedometer | Melody and Harmony Words can hurt | |

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| 5 | What did the Maya believe? | The Global Economy | Levers and Pulleys | Why is water precious? | | Rugby Skills/ Swimming | Making the Marble Run | Programming a scoreboard | Melody and Harmony Words can hurt | |
| 6 | How did the Maya reflect world beliefs in their inventions? | How has trading changed? | Components and Circuits | How is water linked to special places around the World | | Rugby Skills/ Swimming | Evaluating and Improving | | Melody and Harmony Joyful, Joyful | |
| 7 | How were the Maya ruled? | | Circuit Diagrams | What words can be used to describe God? | | Rugby Skills/ Swimming | From 2D to 3D | | Melody and Harmony Joyful, Joyful | |
| 8 | How do we know about the Maya? | | Current and Resistance | How do some religions believe in the same God? | | | Soap Structures | | Melody and Harmony | |
| 9 | What do archaeological remains tell us about Maya cities | | Batteries and Voltage | How might a Jewish person observe Shabbat? | | | Working with wire | | | |
| 10 | The decline of the Maya cities: man-made or natural disaster? | | Voltage and Bulb Brightness | Why is Friday night dinner different? | | | Shadow sculpture | | | |
| 11 | | | Practical Circuits | What can a head covering tell us about identity? | | | Recycle and recreate | | | |
| 12 | | | | Why might someone want to cover their hair? | | | | | | |
| END GOAL | <i>Sequence the key periods of the Ancient Maya civilisation. Identify periods</i> | <i>explain what trading is; • explain the difference between imports and</i> | <i>Unbalanced Forces Describe gravity and its effects. Describe the</i> | <i>Why is water symbolic? Discuss the importance of water and its</i> | <i>Understand that a range of things might influence our spending decisions.</i> | | <i>Marbulous Structures • Explore existing free standing</i> | <i>Clip blocks together and predict what will happen. Make connections with</i> | | |

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| <p>that were happening in Britain at the same time. Explain how the Ancient Maya settled in the rainforest and the challenges they faced. Describe Ancient Maya beliefs. Name the features of the Ancient Maya cities. Make deductions about the Ancient Maya cities. Evaluate the reasons for the decline of the Maya civilisation. Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.</p> | <p>exports;</p> <ul style="list-style-type: none"> • list some goods exported from the UK; • list some goods imported to the UK; • name some countries the UK exports goods to; • name some countries the UK imports goods from; • use an atlas to find countries; • locate El Salvador on a world map; • name some goods exported from El Salvador to the UK; • list some products that are fairly traded; • describe how goods can be the product of more than one country; • describe how trade takes place today; • describe how trade took place in Tudor and Victorian times. | <p>relationship between mass and gravity. Describe air resistance and its effects. Describe friction and its effects. Describe water resistance and its effects. Describe the relationship between surface area and air and water resistance. Explain how to make an object aerodynamic or streamlined. Describe the effects of levers, pulleys and simple machines on movement. Analyse predictions, data and anomalies to write a conclusion. Plan a fair test to investigate air resistance. Write a method. Evaluate a method and judge the degree of trust. Design a results table. Calculate the mean average from repeat data. Draw and annotate a diagram. To draw an</p> | <p>practical and symbolic uses. Explain the relevance of water in religious stories and what it symbolises. Describe how the sound of water makes them feel and where they commonly hear water in their environment. Identify how water is used in some rituals. Explain the concept of purity, focusing on the context of Shinto beliefs. Explain the symbolism of water in baptism and other water ceremonies. Articulate reasons why water is considered precious across different cultures and religions. Identify similarities and differences in water symbolism between poems and ceremonies.</p> <p>Why does religion look</p> | <p>Understand how to create a simple budget. Understand how situations involving money can affect our feelings. Understand that a wide range of jobs are available and that skills and interests lead people to certain jobs. Understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions. Understand how to keep track of money and why this is important. Understand ways in which we can lose money and the range of feelings associated with losing money. Understand that there are a range of influences on job choices and that these can be positive or negative. Understand that</p> | <p>structures and explain what gives them strength, reinforcement and stability.</p> <ul style="list-style-type: none"> • Select tools and equipment to join card together. • Design and build a simple marble run. • Improve their work. Apply their understanding of free standing structures to help build them. • Use a wider range of tools and equipment to perform practical tasks accurately. • Use appropriate cutting and shaping techniques that include cuts within the perimeter of the material such as slots. • Select appropriate joining techniques. • Design and build a marble run which incorporates some varied bends. • Consider the aesthetics when building a marble run. • Consider the | <p>previous programming interfaces they've used, e.g. Scratch. Create their own images to make the animation and recognise the difference between 'on start' and 'forever'. Recognise blocks they've used previously, identifying inputs and outputs used and make predictions about how variables work. Choose appropriate blocks to complete the program and attempt the challenges independently. Break a program down into smaller steps, suggesting appropriate blocks and match the algorithm to the program.</p> | | | | |
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| | | | <p><i>accurate line graph.</i></p> <p><i>Circuits, batteries and switches</i></p> <p><i>Describe the function of key electrical components and explain how the models used in the lesson represent these. Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components. Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance. Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred. Identify that batteries are a voltage source;</i></p> | <p><i>different around the World?</i></p> <p><i>Explain the meaning and origin of the prefix 'omni' and understand the significance of omni words in religious circumstances. Compare similarities and differences between the Abrahamic religions. Recall why different worldviews may have interpreted similar origins differently. Give reasons about why Shabbat can be observed differently. Consider how geography and culture can affect religious traditions. Explain why people may choose to wear head wear or hair coverings to support their belief</i></p> | <p><i>stereotypes sometimes exist about the jobs people do but these should not limit anyone</i></p> | | <p><i>views of others to improve their work.</i></p> <p><i>Sculpture and 3D: Mega materials</i></p> <p><i>Try drawing in an unfamiliar way and take risks in their work. Use familiar shapes to create simple 3D drawings and describe the shapes they use. Draw a simple design with consideration for how its shape could be cut from soap. Transfer a drawn idea successfully to a soap carving. Make informed choices about their use of tools. Successfully bend wire to follow a simple template, adding details for stability and aesthetics. Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. Show they are</i></p> | | | |
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| | | | <p><i>they come in different voltages, affecting bulb brightness. Describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs. Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors. Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit. Draw circuit diagrams with straight lines and using standard circuit symbols.</i></p> | | | <p><i>considering alternative ways to display their sculpture when photographing it. Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. Describe how their work has been influenced by the work of El Anatsui.</i></p> | | | |
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