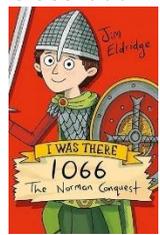


## Medium Term Planning Template

Term: Summer 2

Year: 3/4

*At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.*

Curriculum Drivers			
Use of technology 	The Natural World 	Diversity 	Health and Well-being 
Topic Name: Stone Age			
Key Question: Who were the Normans?			
English		Maths	
<p>Comprehension: Based on class novel</p> <p>Reading Class book</p> 		<p>White Rose YEAR 3</p>  <p>YEAR 4</p> 	
<p>Writing</p> <ul style="list-style-type: none"> <li>• Three types of sentences</li> <li>• Double page spread</li> <li>• Story writing set in Norman</li> <li>• Setting</li> <li>• Character description</li> <li>• Problems and solutions</li> <li>• Speech</li> <li>• Conclusion</li> </ul>			
Science Animals including humans		History (Understanding the World)	
<p>Week 6 – The Digestive System</p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the digestive system in humans.</li> <li>• Identify the main parts: <ul style="list-style-type: none"> <li>○ mouth</li> <li>○ oesophagus</li> <li>○ stomach</li> <li>○ small intestine</li> <li>○ large intestine.</li> </ul> </li> <li>• Understand how food is broken down and absorbed.</li> <li>• Activity: <ul style="list-style-type: none"> <li>○ Label the digestive system.</li> </ul> </li> </ul>		<p>Wk 1: To understand who the contenders for the throne in 1066 were.</p> <p>Wk 2: To know about the Battle of Stamford Bridge and the Battle of Hastings.</p> <p>Wk 3: To understand William's problems after the Battle of Hastings.</p> <p>Wk 4: To find out about Norman castles.</p> <p>Wk 5: To know how to become a knight.</p> <p>WK 6: To know about life in Norman times under the feudal system.</p> <p>WK 7: To find out about the compilation and importance of the Domesday book.</p>	

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<ul style="list-style-type: none"> <li>○ Create a digestive system model.</li> </ul>	
<p>Week 7 – Types of Teeth</p> <ul style="list-style-type: none"> <li>• Identify the different types of teeth in humans.</li> <li>• Understand the function of each type: <ul style="list-style-type: none"> <li>○ incisors – cutting</li> <li>○ canines – tearing</li> <li>○ premolars – crushing</li> <li>○ molars – grinding.</li> </ul> </li> <li>• Compare human teeth with those of animals.</li> <li>• Activity: <ul style="list-style-type: none"> <li>○ Label teeth on a diagram.</li> </ul> </li> </ul>	
<p>Week 8 – Teeth and Dental Health</p> <ul style="list-style-type: none"> <li>• Understand how teeth help in digestion.</li> <li>• Identify what can damage teeth.</li> <li>• Understand the importance of: <ul style="list-style-type: none"> <li>○ brushing</li> <li>○ hygiene</li> <li>○ healthy diet.</li> </ul> </li> <li>• Investigation: <ul style="list-style-type: none"> <li>○ Egg experiment to model tooth decay.</li> </ul> </li> <li>• Create a dental health poster.</li> </ul>	
<p>Week 9 – Food Chains</p> <ul style="list-style-type: none"> <li>• Construct and interpret simple food chains.</li> <li>• Identify key roles: <ul style="list-style-type: none"> <li>○ producers</li> <li>○ predators</li> <li>○ prey.</li> </ul> </li> <li>• Understand how energy moves through a food chain.</li> <li>• Activity: <ul style="list-style-type: none"> <li>○ Build food chains using plants and animals.</li> </ul> </li> </ul>	

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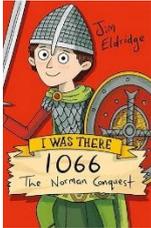
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<p>Week 10 – Applying Knowledge</p> <ul style="list-style-type: none"> <li>• Review learning about: <ul style="list-style-type: none"> <li>○ digestive system</li> <li>○ teeth</li> <li>○ food chains.</li> </ul> </li> <li>• Construct food chains independently.</li> <li>• Explain how food supports the body.</li> <li>• Assessment activities: <ul style="list-style-type: none"> <li>○ quiz</li> <li>○ labelled diagrams</li> <li>○ discussion.</li> </ul> </li> </ul>	
<p>Geography (Understanding the World)</p>	<p>PSHCE (PSED)/French</p>
<ul style="list-style-type: none"> <li>• Recap of the 4 UK countries and capital cities/national flowers.</li> <li>• What county are we in?</li> </ul>	<p>PSHE- Kapow – cycle B- Economic wellbeing/Transition French - TBC</p>
<p>RE (Understanding the World)</p>	<p>PE (Physical Development) RWV</p>
<p>2.6 Why do some people think that life is a journey and what significant experiences mark this?</p>	<p>Athletics and bench ball</p> <p><b>2.6: Why do some people think that life is a journey?</b></p>

<p>Music</p>	<p>Design Technology (Expressive Arts and Design)</p>
<p>Kapow – Cycle A -Repeating patterns in music - Romans</p>	<p>Mechanisms- design and make a catapult/drawbridge using appropriate tools (VG trip natural materials)</p>
<p>Computing (Understanding of the World)</p>	

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Creating Media – Photo Editing	
Key Texts	Launch Event
	
Trips, Events & Visitors	Whole School Events
Norman Conquest workshop	Sports day
Questions	Characteristics of Learning
Who were the Normans?	Ambitious, Collaborative, Curious, Reflective, Resilient, Resourceful

Vocabulary

Word	Meaning
<b>Monarch</b>	A king or queen who rules a country.
<b>Claim</b>	A reason why someone believes they should be king.
<b>Invade</b>	To enter a country with an army to take control.
<b>Battle</b>	A fight between two armies.
<b>Conquest</b>	Taking control of a country by force.
<b>Castle</b>	A strong stone building used for defence and protection.
<b>Knight</b>	A trained soldier who fought on horseback and served a lord or king.
<b>Feudal System</b>	A system where the king owned all land and gave land to lords in return for loyalty and soldiers.
<b>Peasant</b>	A poor farmer who worked the land owned by a lord.
<b>Domesday Book</b>	A detailed survey of land and property in England ordered by William the Conqueror in 1086.