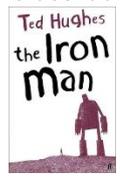


Medium Term Planning Template
Term: Summer 1 Year: 3/4

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: Planet Protectors			
Key Question: How can we save our planet?			
English		Maths	
Comprehension: Based on class novel		White Rose YEAR 3	
Reading Class book 			
Writing		YEAR 4	
<ul style="list-style-type: none"> We will be editing and redrafting work. We will be writing a non-chronological report. We will be writing a persuasive leaflet. We will be writing persuasive letters. 			
Science Animals including humans		History (Understanding the World)	
Year 3 content Week 1 – Introduction to Nutrition			
<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition. Understand that animals cannot make their own food. Recognise that animals get nutrition from what they eat. Identify common food groups. Sort foods into groups (fruit & vegetables, carbohydrates, protein, dairy, fats). Activity: <ul style="list-style-type: none"> Sort pictures of food into groups. Discuss healthy choices. 			

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Week 2 – Healthy Diet and Nutrition

- Understand why humans need different nutrients.
- Explore the importance of balanced diets.
- Compare the diets of different animals.
- Group animals by diet:
 - herbivores
 - carnivores
 - omnivores.
- Activity:
 - Design a healthy meal plan.

Week 3 – Introduction to Skeletons

- Identify that humans and some animals have skeletons.
- Understand that skeletons provide:
 - support
 - protection
 - movement.
- Identify major bones:
 - skull
 - ribs
 - spine
 - pelvis.
- Activity:
 - Label a human skeleton diagram.

Week 4 – Muscles and Movement

- Identify that muscles help the body move.
- Understand that muscles work with bones.
- Explore how muscles work in pairs.
- Practical investigation:
 - Observe how the arm bends and straightens.
- Record observations with diagrams.

Week 5 – Animals and Skeletons

- Identify animals with and without skeletons.
- Compare the movement of animals with skeletons and those without.
- Classify animals into groups:
 - vertebrates
 - invertebrates.
- Investigation:

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<ul style="list-style-type: none"> ○ Observe animal movement using videos or images. ● End-of-topic recap of: <ul style="list-style-type: none"> ○ nutrition ○ skeletons ○ muscles. 	
<p>Geography (Understanding the World)</p>	<p>PSHCE (PSED)/French</p>
<p>Planet Protectors – Medium Term Plan (6 Weeks)</p> <p>Week 1: What Does It Mean to Be a Planet Protector?</p> <p>Introduction to caring for the Earth.</p> <p>Discuss environmental problems such as pollution, deforestation and climate change (age appropriate).</p> <p>Identify ways humans impact the environment.</p> <p>Create a class “Planet Protector Promise”.</p> <p>Week 2: Reducing Waste – Reuse, Reduce, Recycle</p> <p>Learn about different types of waste and recycling.</p> <p>Explore what materials can and cannot be recycled.</p> <p>Sort items into recycling categories.</p> <p>Design posters encouraging recycling in school.</p> <p>Week 3: Plastic Pollution and Our Oceans</p> <p>Explore how plastic pollution affects oceans and wildlife.</p> <p>Investigate where plastic waste comes from.</p> <p>Discuss alternatives to single-use plastics.</p>	<p>PSHE- Kapow – cycle B- Economic wellbeing x5 lessons 2x sessions periods (girls only)</p> <p>French - TBC</p>

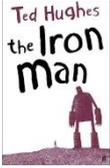
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<p>Write persuasive messages encouraging people to reduce plastic use.</p> <p>Week 4: Saving Energy and Water</p> <p>Investigate how energy and water are used in homes and schools.</p> <p>Discuss renewable and non-renewable energy sources.</p> <p>Identify ways to save energy and water.</p> <p>Plan actions to make the school more environmentally friendly.</p> <p>Week 5 and 6: Becoming Planet Protectors</p> <p>Project: Marketing campaign. Review learning about protecting the planet.</p> <p>Pupils create their own Planet Protector project or campaign.</p> <p>Present ideas for helping the environment at school or at home.</p> <p>Reflect on actions they can take to make a difference.</p>	
<p>RWV (Understanding the World)</p>	<p>PE (Physical Development)</p>
<p>2.6: Why do some people think that life is a journey?</p>	<p>Hockey and bench ball</p>
<p>Music</p>	<p>Art (Expressive Arts and Design)</p>
<p>Kapow - Cycle A -Caribbean music</p>	<p>Printing-Design and make an eco-flag using recycled materials</p>
<p>Computing (Understanding of the World)</p>	
<p>Repetition and creating our own games.</p>	

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Key Texts	Launch Event
	
Trips, Events & Visitors	Whole School Events
Bewerley Park: 29 th April-Fri 1 st April	
Questions	Characteristics of Learning
	Ambitious, Collaborative, Curious, Reflective, Resilient, Resourceful

Keywords

Word	Meaning
Environment	The natural world around us including land, air, water, plants and animals.
Pollution	Harmful substances that make the air, water or land dirty and unsafe.
Recycle	Turning used materials into new products instead of throwing them away.
Habitat	The natural home where an animal or plant lives.
Conservation	Protecting and caring for nature, animals and habitats.
Biodiversity	The variety of different plants and animals living in one place.
Deforestation	The cutting down of large areas of trees and forests.
Renewable Energy	Energy from natural sources that will not run out, such as wind, water or sunlight.
Climate Change	Long-term changes in the Earth's weather patterns.
Sustainability	Using resources carefully so they last for future generations.