

**DESIGN TECHNOLOGY**

COOKING AND NUTRITION

* Y3 – Know that a healthy diet is made up from a variety of different food and drink, as depicted in the Eatwell Plate. Y4 – what consists of a healthy diet and that people follow different cultural or religious beliefs/preferences, eg, vegetarians, vegans, religious groups (Judaism/Islam).
* Y3 – How heating and cooling affects the product made. Y4 – How heating and cooling affects the product made including reversible/irreversible changes and the effects on where to store the products as a result.

Be able to:

* Y3 – In addition to cut grate, peel, **mix and knead ingredients safely**. Y4 - In addition to cut grate, peel, mix and knead, **rubbing in, beat and fold.** Greasing and lining a tin or tray.
* Y3 – Measure and weigh ingredients appropriately and accurately follow a recipe. Y4 - Measure and weigh ingredients appropriately and accurately follow a recipe, making simple adjustments to the amounts, eg doubling/halving for the different number it will serve.
* Y3&4 – prepare ingredients hygienically and using the appropriate utensils, by following a recipe.
* Follow recipes to create meals for a specific purpose, eg, visitor from a specific religious tradition, cultural event – taking account of the traditions, seasonal event – using ingredients available, taking inspiration from a specific time or place.

**GEOGRAPHY**

LOCATIONAL KNOWLEDGE – WHERE PLACES ARE IN THE WORLD

Identify location of China, Japan, Australia, India, Pakistan, Israel, Egypt, Nigeria, Kenya, South Africa.

Name and locate Russia, Moscow, St. Petersburg.

Name and locate (with their capitals) Canada, USA (also New York, San Francisco, LA), Mexico, Brazil, Argentina, Panama.

**RE Our World**

* What do religions teach us about caring for our worlds?
* Explore beliefs about how the universe began.
* Recognise that the Earth is unique and consider the concept of stewardship.

**Snaith Primary School**

**Medium Term Plan**

**Spring Term 2021**

**Magical Beasts and How to Cook Them!**

**ENGLISH**

* Narrative – beginning, middle and end
* Creating plot
* Writing dialogue
* Play script
* Persuasive advert
* Letter/postcard/email
* Explanation text
* Instruction text (linked to cross curricular work)
* Cinquain
* Narrative

**SCIENCE**

PLANTS

* Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
* Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
* Investigate the way in which water is transported within plants.
* Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

ANIMALS INCLUDING HUMANS

* Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
* Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
* Describe the simple functions of the basic parts of the digestive system in humans.
* Identify the different types of teeth in humans and their simple functions.

**JIGSAW**

Relationships

Changing Me

**FRENCH**

HT1 Y3: Definite (le, la, les) and indefinite (un, une, des) articles; Je voudrais (I would like..); Extending sentences with mais.

HT2 Y3: C’est; Extending sentences with aussi; Numbers 1-15; Days of the week; Assessments; Paris Project.

HT1 Y4: Family vocabulary; Possessive adjectives (mon, ma, mes); Phoneme eu; Further dictionary skills; Clothing vocabulary; Revise adjectival agreements.

HT2 Y4: Memorise a short text (Talk 4 Writing); Revise food, opinions, months, numbers and personal descriptions; Assessments; French food project.

**PE** Cricket, dance, tennis and golf. Create and perform simple dances by linking a range of movement patterns and showing changes in dynamics and utilizing floor space. Use throwing and catching in isolation and combination showing accuracy.

**MATHS** – National curriculum and White Rose Maths

**MUSIC Y4**

With a focus on John Williams – The orchestra and the elements of music.

Charanga: Blackbird

Musical Features: Everyone can play ukulele

* I can perform a part from simple notation (shapes, graphic, letter names, ukulele tablature).
* I can listen to more complex musical instructions and respond to them (changes of tempo/dynamics).
* I can talk about the way sounds are put together and the different effects that are being created to show the composers intention.
* I can talk about different types of music and compare different types of music using musical vocabulary.

**MUSIC Y3**

With a focus on John Williams – The orchestra and the elements of music.

Charanga: The Dragon Song.

* I can listen to musical instructions and respond to them (dynamics).
* I can recognise the way sounds are put together to create different moods and expression.
* I can talk about pitch, rhythm, loud music, soft music (dynamics) and the tempo (speed) of the music.
* I can talk about how these musical elements affect the mood of the music.

**ART**

FOCUS ARTIST: Nick Mackman (Animal Sculpture)/ Richard Hamilton (Digital)

3D MODELLING/SCULPTURE

Malleable: Clay/Salt dough/Plasticine

* Y3 - Create surface patterns and textures in a malleable material. Y4 - Create surface patterns and textures in a malleable material to create a particular effect.
* Y 3 - Create a simple clay base on which to join clay additions. Y4 – Know and use different techniques to form clay structures by pulling out or joining clay parts together.

Wire/Paper Mache/Paper Sculpture/Junk Model

* Y3 – Use papier mache to create a simple 3D object. Y4 - Use papier mache to create a 3D object.

Natural Resource Models

* Y3 – To create and combine shapes to form recognisable 3D forms, eg, nets or solid materials. Y4 - To create and combine shapes to form recognisable 3D forms, eg, joining 3D shapes, made from nets together.
* Y3 – Experiment with ways to strengthen simple materials, eg, folding paper to make it stronger. Y4 – Experiment with different adhesives and evaluate their effectiveness.

DIGITAL

Y3

* Use graphics package to create shapes by making selections to cut, duplicate and repeat.
* Record and collect visual information using digital cameras and video recorders.
* To make an appropriate choice of special effects and filters to manipulate an image.

Y4

* Record and collect visual information using digital cameras and video recorders using zoom to enhance the image, eg, the inside of a flower, textures on materials etc.

**ICT**

CREATIVITY

* Y3: IPad – PicColage:

Take pictures and select certain ones to create a PicColage and add colours, texts, symbols; Save PicColage to photo album; Airdrop pictures to teacher’s IPad.

* Y3: IPad – Stopmotion

Use models and move slowly to take still pictures to create a stopmotion video.

* Y4: IPad – Stopmotion

Use a whiteboard and pen to take still pictures to create a stopmotion video; Use themselves to take still pictures to create a stopmotion video; Export the stopmotion to camera roll.

* Y4: IPad – Book Creator

Combine text and pictures to create an e-book using an app like Book Creator fit for a specific age group; Add sound to Book Creator.

CODING

 Y3 – Espresso Coding

* Program a sequence of actions that execute at different times
* Program a sequence of actions to create a simple animation
* Use the above to design, write and debug your own app
* Use ‘if’ statements to program a maze game
* Use ‘if-hit’ statements to check if objects have collided
* Use the above skills to create own game

(Use Alex app to code a sequence of movements)

Y4 – Scratch (based on the ‘coding cards’ from Scratch website. Games like Pong)

* Use coding to add points to a game
* Add variable to a game
* Change the background to an app
* Add audio and music to an app
* Use coordinates for x and y in coding for positions
* Understand where a code has been entered incorrectly (debug)
* Use the above skills to create own app or game