



# Woodfield Community Primary School

INSPIRING LEARNING TOGETHER

## Autumn 1: Years 2,3,4 Medium Term Plan

<p><b>Question: <u>Why is Knaresborough a popular tourist destination?</u></b></p>	<p><b>Additional Learning opportunities/Resources</b></p> <p><b>Hook:</b> Visit Knaresborough Castle</p> <p><b>Links:</b> <a href="https://www.youtube.com/watch?v=oVOnRPefcno">https://www.youtube.com/watch?v=oVOnRPefcno</a> – What makes bridges so strong? PowerPoint of model bridges saved on server.</p>			
<p><b>Reading</b></p>	<p><b>Text:</b> The Paper-bag Princess. The Boy who Grew Dragons. ? Books on Castles</p>			
<p><b>Writing</b></p>	<p><b>Text:</b> The Knight and the Dragon <b>Text Type:</b> Descriptive Writing <b>Audience:</b> <b>Purpose:</b></p>	<p><b>Text:</b> ? <b>Text Type:</b> Fact File <b>Audience:</b> <b>Purpose:</b></p>		
<p><b>Maths</b></p>	<p><b>White Rose Hub:</b> Place Value</p>	<p><b>White Rose Hub:</b> Addition and Subtraction</p>		
<p><b>Geography</b></p> <p><b><u>Location Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>✓ Name and locate counties of the United Kingdom and key topographical features (mountains, rivers etc) (Year 3)</li> <li>✓ Demonstrate knowledge of features about places around them (Year 4)</li> </ul> <p><b><u>Human and Physical Features:</u></b></p> <ul style="list-style-type: none"> <li>✓ Physical and human features of a locality and compare them (Year 3)</li> </ul> <p><b><u>Geographical Skills and Fieldwork:</u></b></p> <ul style="list-style-type: none"> <li>✓ Use maps to identify the United Kingdom and it's countries (Year 2)</li> <li>✓ Use simple compass directions (Norht, South, East &amp; West and locational and directional language (near, far; left and right) (Year 2)</li> <li>✓ Use aerial photographs andvplan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key (Year 2)</li> <li>✓ Communicate findings in ways appropriate to the task or for the audience (Year 3)</li> </ul>	<p><b><u>Human and Physical Geography.</u></b></p> <p>Pupils make a list of the things they have seen on the way to school. Each table makes a group list.</p> <p>Introduce the terms Physical and Human Geography and talk about the differences between the two. Children begin to sort their list whether the item is a piece of Physical or Human geography. Feedback on physical and human features.</p> <p>Present children with a box with things from Knaresborough.</p> <ul style="list-style-type: none"> <li>❖ Where do you think these items are from?</li> <li>❖ Are they pieces of of human or physical geography?</li> </ul> <p>Pupils could sort the items into human and physical geography.</p>	<p><b><u>Geographical Skills and Fieldwork:</u></b></p> <p><b><u>Visit to Knaresborough Castle.</u></b></p> <p>Pupils make notes on Knaresborough Castle and the things that they see.</p> <p>Pupils will visit the River Nidd and look at maps. Observe aerial photographs and maps (key) of the River Nidd and identify landmarks. Use compasses to locate landmarks. Discuss features of the landmarks.</p> <p>Using the aerial photographs and notes they have made pupils designs their own aerial map of the River Nidd and add create a simple key.</p> <p><b><u>Vocabulary:</u></b> maps, key, aerial photographs, human/physical</p>	<p><b><u>Location knowledge:</u></b></p> <p>Pupils talk about where they live and the name of the town they live in.</p> <ul style="list-style-type: none"> <li>❖ Where is Harrogate?</li> <li>❖ What do you know about Harrogate?</li> <li>❖ What towns or cities or close to Harrogate?</li> <li>❖ What county is Harrogate and Knaresborough in?</li> <li>❖ What is a county?</li> <li>❖ What is surrounding Harrogate?</li> </ul> <p>Pupils begin to explore using maps and atlases to locate Harrogate and Knaresborough and in groups make notes on the questions above.</p> <p>Groups feedback together.</p> <p><b><u>Vocabulary:</u></b> Location, Knaresborough, Harrogate, county, United Kingdom.</p>	<p><b><u>Human Geography</u></b></p> <p>Pupils create a fact file answering the question:</p> <p><b><u>Why is Knaresborough a popular tourist destination?</u></b></p> <p>Pupils use knowledge from the previous sessions to create fact file about Knaresborough and the landmarks it has and those that surround it.</p> <p><b><u>Vocabulary:</u></b> Knaresborough, destination, fact-file, physical/human geography,</p>



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	<p>If you were a tourist in Knaresborough, which of these things would you visit? Why?</p> <p><b>Vocabulary:</b> Human features, physical features, town, city, farm, shops, post office.</p>	<p>geography, landmarks, River Nidd, Knaresborough Castle</p>						
<p><b>DT</b></p> <p><b>Developing Planning and Communicating ideas:</b></p> <ul style="list-style-type: none"> <li>✓ Describe their models and drawings of ideas and intentions (Year 2)</li> <li>✓ Add notes to drawings to help explanations (Year 2)</li> <li>✓ Think ahead about the order of their work and decide upon tools and materials (Year3)</li> <li>✓ Record the plan by drawing (labelled sketches) or writing (Year 3)</li> <li>✓ Communicate their ideas through discussion and add notes to drawings to help explanations (Year 3)</li> <li>✓ Design innovative, functional, appealing products that are fit for purpose that are aimed at particular individuals or groups (Year 3)</li> </ul>	<p><b>Working with tools, equipment, materials and components to make quality products – Construction:</b></p> <ul style="list-style-type: none"> <li>✓ Cut strip wood/dowel using hacksaw and bench hook (Year 2)</li> <li>✓ Join appropriately for different materials and situations e.g. glue, tape (Year 2)</li> <li>✓ Investigate how structures can be made stronger, stiffer and more stable (Year 2)</li> <li>✓ Make structures more stable by giving them a wide base (Year 3)</li> <li>✓ Prototype frame and shell structures (Year 3)</li> <li>✓ Use glue gun with close supervision (one to one) (Year 3)</li> <li>✓ Choose materials based on their functional properties and aesthetic qualities (Year 3)</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>✓ Talk about changes made during the making process (Year2)</li> <li>✓ Talk about their designs as they develop and identify good and bad points (Year 2)</li> <li>✓ Identify the strengths and weaknesses of their design ideas (Year 3)</li> </ul>	<p><b>Analyse/research</b></p> <p>Discuss the myth around the Knaresborough bridge being close to falling down and pose the question:</p> <p><b>How could we transport tourists from Harrogate to Knaresborough?</b></p> <p>Look at a variety of different bridges from around the world (PowerPoints and photos on twinkl).</p> <p>Look at the four types of bridges:</p> <ul style="list-style-type: none"> <li>❖ Beam Bridge</li> <li>❖ Cantilever Bridge</li> <li>❖ Arch Bridge</li> <li>❖ Hanging Bridge</li> </ul> <p>Evaluate the different bridges.</p> <ul style="list-style-type: none"> <li>❖ <b>What is it made from?</b></li> <li>❖ <b>How does it work?</b></li> <li>❖ <b>What do you like about this bridge?</b></li> <li>❖ <b>What do you dislike?</b></li> <li>❖ <b>Which is your favourite bridge?</b></li> </ul> <p><b>Vocabulary:</b> Appraisal Evaluate</p>	<p><b>Practise</b></p> <p>Practise skills necessary to create a construction.</p> <ul style="list-style-type: none"> <li>❖ Measuring with a ruler</li> <li>❖ Cut wooden dowelling using hacksaw and bench hook</li> <li>❖ Use of glue gun and tape</li> <li>❖ Making a wide base to make them more stable.</li> </ul> <p>Evaluate the success they had with the skills they require.</p> <p><b>Vocabulary:</b> Glue Hacksaw Bench Hook Stable Measure</p>	<p><b>Plan/Design</b></p> <p>Using the planning proforma design two bridges and select the materials needed.</p> <p>Annotate sketches with notes for preferences on materials.</p> <p>Select the design they prefer.</p> <p><b>Vocabulary:</b> Annotate Sketch Plan design Reason</p>	<p><b>Create a prototype</b></p> <p>Using art straws, glue, tape etc pupils use plans to create a prototype.</p> <p>At the end of the session pupils reflect on their work and their plan.</p> <ul style="list-style-type: none"> <li>❖ What has worked well?</li> <li>❖ What in your plan may need to be changed?</li> </ul> <p><b>Vocabulary:</b> Prototype Plan Alterations</p>	<p><b>Make</b></p> <p>Use wooden doweling to create a final product. Referring to plans. Using glue guns, triangles for reinforcement, wide base, bench-hook and hacksaw.</p> <p>1:1 when using the glue gun.</p> <p>Record any additional as part of the process with justification.</p> <p><b>Vocabulary:</b> Plan Finished product Wooden dowel Glue gun Strengthen Join Process</p>	<p><b>Evaluate/marketing</b></p> <p>Evaluate focusing on:</p> <ul style="list-style-type: none"> <li>❖ Similarities and differences between the design and finished product.</li> <li>❖ Likes and dislikes.</li> <li>❖ How could you make it better?</li> </ul> <p>Record an advert promoting the success of their bridge. Pupils could create a basic script and film a car going across the bridge.</p> <p><b>Vocabulary</b> Evaluate Marketing Advert</p>	<p><b>Outcome</b></p> <p>Open day with parents and pupils present their adverts on IWB and demonstrate the use of their bridge.</p> <p>Have a vote of the most successful bridge and winning team receive a prize.</p>



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<ul style="list-style-type: none"> <li>✓ Draw/sketch products to help analyse and understand how products are made (Year 3)</li> <li>✓ Make Prototypes (Year 4)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Consider and explain how the finished product could be improved (Year 3)</li> <li>✓ Discuss how well the finished product meets the design criteria and how well it meets the needs of the user (Year 4)</li> </ul>							
<p><b>Science</b></p> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>✓ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>✓ Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p><u>Does this need Working Scientifically Skills?</u></p>	<p><b>Initial task</b> What they know from Yr 2 concept map</p> <p>Researching Nutrients</p> <p>The children were given the keywords - carbohydrates, proteins, fats, fibre, minerals and vitamins to research. After their research the children were asked to complete the appropriate nutrient into the first column of the table.</p>	<p>Identifying nutrients in a favourite meal</p> <p>Draw their favourite meal and then annotate it to show what nutrients they would gain from each food item.</p> <p>Odd one out</p>	<p>Investigating food packaging</p> <p>Children to be given some food packaging and asked to sort it according to how much fat and then sugar they contained. They were then shown the food labels and their attention was drawn to the column that displays content per 100g so that they could compare food items.</p> <p>The children were shown how to use the McDonalds nutrition calculator. They were then asked to select one nutrient and compare this across some of the McDonalds products. Amelie and her group chose to look at the fat content.</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>TAPS Assessment – skeleton</p>	<p>Outcome</p> <p>Add to concept map</p> <p>Twinkl assesment</p>		
<p><b>Music</b></p>	<p><b>Guitar lessons – Sequence to follow.</b></p>							
<p><b>PE</b></p>								
<p><b>Computing</b></p> <p><u>Skills to Follow</u></p>	<p><b>Computing Unit to follow</b></p>							
<p><b>MFL – Introduction of Spanish, Spanish Speaking Countries and Spanish Cultures</b></p>	<p>Introduce the benefits of learning a</p>	<p>The Spanish Language.</p>	<p>Speaking your name in</p>	<p>Expressing how you are feeling.</p>	<p>Numbers 1-15.</p>	<p>Number work.</p>	<p>Speaking your name and</p>	<p>Learning the culture around the Day of the Day Celebration.</p>



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<p><b>Skills to follow</b></p>	<p>language and which countries that Spanish is spoken in.</p> <p>Spanish greetings.</p>	<p>Spanish greetings.</p>	<p>Spanish and mix with</p> <p>Spanish greetings.</p>			<p>Basic addition and games such as snakes and ladders.</p>	<p>introducing yourself.</p>	
<p><b>RE KS1 year 1-2 and year 3-4 (Year B of 2 year plan)</b> <i>Believing</i></p> <p>1.2 Who is a Muslim and what do they believe? Expected Outcomes: Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1) Re-tell a story about the life of the Prophet Muhammad (A2) Recognise some objects used by Muslims and suggest why they are important (A2) Identify some ways Muslims mark Ramadan and celebrate Eid-Ul-Fitr and how this might make them feel (B1)</p> <p>Autumn 2 from year 3/4 plan <i>Believing</i></p> <p>L2.2 What do different people believe about God? (Introduce Hinduism faith/people) Compare to Christian and Muslim people Visit from pujari – if we can locate one</p>	<p>Special People in our lives. How do they help us? Rules who makes them? Why do we have rules?</p>	<p>Muslims believe in Allah. Share stories Muhammad and the cat, The story of two brothers, The crying camel. How do Muslims use these stories.</p>	<p>Calligraphy, 99 names of Allah. Allah is never depicted as a picture. Share the words of the Shahadah, listen to the call to prayer.</p>	<p>Share the story of the revelation of the Holy Qur'an and discuss why it is important to Muslims.</p>	<p>Share and consider objects that are precious to Muslim Prayer mat, prayer beads, headscarf. Qur'an and stand. Special Time Ramadan</p>	<p>If you met a Muslim what would you want to ask him? Prepare questions for next week.</p>	<p>Talk to Muslims about what they believe about God</p>	<p>Review last week's visitor. What did we learn?  What is important in our life, what guides our behaviour and choices? How does it compare to a Muslim person.</p>
<p><b>PSHE- What makes a good friend?</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>✓ how to make friends with others (Year 2)</li> <li>✓ how to recognise when they feel lonely and what they could do about it (Year 2)</li> <li>✓ how people behave when they are being friendly and what makes a good friend (Year 2)</li> <li>✓ how to resolve arguments that can occur in friendships (Year 2)</li> <li>✓ how to ask for help if a friendship is making them unhappy (Year 2)</li> </ul>	<p><b>What is a friend?</b></p> <p>Pupils explore what being a friend means and how to make friends with others.</p> <ul style="list-style-type: none"> <li>❖ <b>What are the qualities of a good friend?</b></li> </ul>	<p><b>How do I know when if I or someone else is lonely?</b></p> <p>Pupils will learn to recognise when people are feeling lonely.</p> <ul style="list-style-type: none"> <li>❖ <b>How could you help yourself or someone else if you recognise they are feeling lonely?</b></li> </ul>	<p><b>What makes a good friend?</b></p> <p>Children learn the qualities of being friendly and what makes a good friend.</p> <ul style="list-style-type: none"> <li>❖ <b>How can you be a good friend?</b></li> </ul>	<p><b>How can you resolve an argument?</b></p> <ul style="list-style-type: none"> <li>❖ <b>What is an argument?</b></li> <li>❖ <b>What can cause arguments between friends?</b></li> </ul> <p>Pupils learn what arguments are and the causes of them and then explore how they can resolve them.</p>	<p><b>Are all friendships good ones?</b></p> <p>Explore relationships and how they can have positives and negative effects on themselves and others.</p> <ul style="list-style-type: none"> <li>❖ <b>How could you tell if you are unhappy with your friends?</b></li> <li>❖ <b>How could you ask for help if your friends are making you unhappy?</b></li> <li>❖ <b>Who could you talk to about it?</b></li> </ul>	<p><b>Assessment</b></p> <p><b>What makes a good friend?</b></p> <p>Pupils create poster or presentation answering the question above.</p>		