

St. Mary's CE (A) First School - Medium Term Topic Planning

Key stage: 2 Cycle: 1

Term: Summer

Topic: Leisure and entertainment

Literacy Focus Text: Leon and the Place Between

1920s Fascinators: Watch a clip from a silent movie. Book/Picture Talk:						
Learning Challenge	Were the twenties roaring or silent?					
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Cross Curricular Link	Assessment Year 3	Assessment Year 4
<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>	<p>To use research skills:</p> <ul style="list-style-type: none"> • Music/Dance • Theatre • Holidays • Fashion <p>1920s</p> <p>Vocab: Century Decade 20th Century Monarchs Leisure time Sources of information</p>	<p>Placethe 1920s on a 20th Century timeline. Who was the monarch? After watching clip from silent movie, introduce Learning challenge question: Were the 1920s roaring or silent? http://www.bing.com/videos/search?q=watch+charlie+chaplin&docid=608020344052318800&mid=B4A4A1907FAB8BDB62B9B4A4A1907FAB8BDB62B9&view=detail&FORM=VIRE7#view=detail&mid=D74E47D1D55D92404ACED74E47D1D55D92404ACE</p> <p>http://www.bbc.co.uk/programmes/p00h4qr2</p>	<p>Group1: Research holidays</p> <p>Group 2: Research Silent movies</p> <p>Group3: Research music/ dance ICT. Personal response to music.</p> <p>Group 4: Research fashion</p> <p><i>Each week, each group researches in a different way. Alternate the groups each week.</i></p> <ol style="list-style-type: none"> 1. Comprehension 2. Photographic clues 3. ICT based 4. Practical bases (playing games/ dances etc) <p><i>Children feed back their research area to the class. Teacher to make a mind map to collect the information. Children can place the printed mind map in their book and summarise the decade themselves.</i></p>	<p>Persuasive Text</p> <p>Computing: make a silent movie http://www.digital-teacher.co.uk/2011/07/during-this-half-term-ive-been-busy-working-with-our-three-lower-school-classes-on-a-rather-special-project-in-their-ict-les.html</p> <p>SMSC Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>I can describe entertainment in the 1920s.</p> <p>I can use historical vocabulary.</p>	<p>I can explain how entertainment had changed since the Victorian times.</p>

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1930s/40s Fascinators: Picture of children playing outside in the 1940s. (yoyos/ football/ go karts)						
Learning Challenge	What if the Hokey Cokey is what its all about?					
<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>To use research skills:</p> <ul style="list-style-type: none"> • Music/Dance • Theatre • Holidays • Fashion <p>1930/40s</p>	<p>Who was the monarch in th period 1930- 1940? Place monarch and period on a timeline of the 20th century? What is the Hokey Cokey? Do you think people had time for leisure/ entertainment? Why ? What happened in the 1930s/ 40s?</p> <p>What do you know about this time in history?</p>	<p>Group1: Research holidays- Butlins (pictures and text)</p> <p>Group 2: Research TV/ Radio and Cinemas (text)</p> <p>Group3: Research music/ dance ICT</p> <p>Group 4: Research childrens's games http://www.woolworthsmuseum.co.uk/Toys-Grandparents.html and How to play Tiddlywinks (text)</p>	<p>SMSC <u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>I can explain how leisure time had changed.</p> <p>I can explain why entertainment had changed.</p>	<p>I can discuss significant historical events in the 1930s/40s and explain how it effected leisure time.</p>
<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>To compare holidays in the 1930s to modern holidays 1930s/1940s</p>	<p>How will we find about holidays in the 1930s/40s? http://www.butlinsmemories.com/skegness/brochure1930s/id53.htm Discuss the idea of using "primary" sources of information. Use postcards, adverts, posters, recounts.</p>	<p>Write an advert for a Butlins Holiday camp. Use persuasive techniques.</p>	<p>This could be done in an English lesson</p> <p><u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>I can use different sources to research the past: primary sources.</p> <p>I can compare holidays to modern holidays.</p>	

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1950s Fascinators Show photo of the Queen and photo of Elvis Presley.						
Learning Challenge	Was Elvis really a king?					
<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>To use research skills:</p> <ul style="list-style-type: none"> • Music/Dance • Television • Holidays <p>1950s</p>	<p>What do we mean by King? Who was the King/ Queen in the 1950s? Who was Elvis Presley? Why did some people think he was a king?</p> <p>Show pictures / powerpoint of key events in the 1950s.</p> <p>How did people entertain themselves in the 1920s-1940s? What was invented in the 1950s that change entertainment forever?</p> <p>http://www.bbc.co.uk/learningzone/clips/what-television-programmes-did-children-watch-in-the-1950s/7030.html</p> <p>http://www.bbc.co.uk/learningzone/clips/an-early-tv-addict/7373.html</p> <p>http://www.bbc.co.uk/schoolradio/subjects/history/britainsince1930s/media/listen_with_mother</p> <p>Introduce research tasks.</p>	<p>Group1: 1950s TV schedule. What information does it provide? Inference and deduction skills.</p> <p>Group 2: Look at pictures of of Andy Pandy/ Bill and Ben.</p> <p>Group3: Elvis?Rock and Roll and availability of record players. Why did people like it? Listen to music. ICT</p> <p>Group 4: Queen's coronation. Read report about the Queen's coronation.</p>	<p><u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>I can use different ways to research.</p> <p>I can talk about changes in entertainment in the 1950s.</p>	<p>I can name reasons for and consequences of change.</p>

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<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>	<p>L.O: To know how entertainment changed in the 1950s</p>	<p>How did entertainment change with the invention of television? As television became more popular many of the variety theaters were forced to close. Families could now be entertained with: dramas, sitcoms and sport programmes from the comfort of their own homes instead. Independent Television Authority (later named ITV) began broadcasting its television channel on 22nd September 1955 and became a rival to the <i>BBC</i></p>	<p>How did television change entertainment? How has television changed people's lives?</p>	<p><u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>I can explain what television programmes were like in the 1950s.</p> <p>I can explain how entertainment had changed since cinema in the 1920s.</p>	<p>I can explain how the invention of television changed people's lives for the better and worse.</p>
<p>1960s Fascinators</p>						
<p>Learning Challenge</p>	<p>Why were the sixties swinging?</p>					
<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and</p>	<p>1960s To use research skills:</p> <ul style="list-style-type: none"> • Music/Dance • Television • toys • sport 	<p>Look at clothing fashions from the 1920s- 1960s. Discuss how clothing changed in the 1960s. What are the common fashion themes? Typical 1960s clothes included: flamboyant men's shirts decorated with ruffles; 'Teddy Boy' suits with: long, 'drape' jackets, thin ties and suede shoes; knee-high Go-Go boots which became popular after the release of the song <i>These Boots are Made for Walking</i> in 1966; mini-skirts - created by</p>	<p>Group1: What toys did they play with in the 1960s? Artefacts.</p> <p>Group 2: Newspapers: what was the problems with fashion?</p> <p>Group3: Music 1960s Which groups do you like the best?. Did everyone like the Beatles? ICT</p> <p>Group 4: 1966 world cup. Read reports about the world cup. http://history.parkfieldict.co.uk/1960s/1966-fifa-world-cup</p>	<p><u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <p>Art: Draw and paint iconic images from the 1960s</p>	<p>I can suggest different ways to research the past.</p> <p>I can name some events of the 1960s.</p>	<p>I can explain how leisure time changed.</p> <p>I can discuss reasons for change.</p>




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significance		British fashion designer Mary Quant				
<p>Pupils should be taught: □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history</p>	<p>L.O: To produce designs in the style of Clarice Cliff.</p>	<p>Linked to 1920s Introduce Clarice Cliff as a famous artist from the 1920s. Explain her artwork was used on ceramic designs. Show different styles:</p> <ul style="list-style-type: none"> • house and trees  <ul style="list-style-type: none"> • Geometric nature designs. 	<ul style="list-style-type: none"> • Sketch in the style of Clarice Cliff • Decorate paper plates with her designs. <ul style="list-style-type: none"> • Sun ray design 	<p>Guided Reading: biography Clarice Cliff</p>	<p>I can create perspective in my designs.</p> <p>I can choose bold colours.</p>	<p>I can draw accurately and create clear shapes and images.</p>
<p>DT: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups □ generate, develop,</p>	<p>To design and make a stringed puppet</p>	<p>Re watch "Watch with Mother" and Andy Pandy, Bill and Ben. How the puppets move?</p> <p>Discuss the idea of making "prototypes" when designing. Which part of the puppet will move? How can it move? Introduce the idea of "joints".</p>	<ul style="list-style-type: none"> • Design stringed puppet • Make a stringed puppet • Evaluate the puppet. 	<p>Evaluations could be written during English lessons.</p>	<p>I can make the arms or legs move by attaching a string to the head and shaking the limbs.</p> <p>I can use 1 lolly pop stick to</p>	<p>I can use two lolly pop sticks to control the arms/legs and head.</p>


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<p>model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>		<p>Show examples of using string/straws and beads to make jointed limbs. How can you make the puppet limb moves. Experiment with using a lolly pop stick (one or two) to control the limbs.</p>			<p>control the arms.</p>	
<p>Art about great artists, architects and designers in history</p>	<p>L.O: To study the art work of Andy Warhol</p>	<p>Discuss work of Andy Warhol and Pop art. To create own work, children draw one image on an A5 piece of paper which is then photo copied by the teacher to create 4 identical pictures, which are then coloured.</p>	<p>Study work of Andy Warhol Create pop art style painting. Create art work in the style of "Soup Cans" to be used as a Christmas calendar.</p>			
<p>Liverpool Geography Fascinators Watch clip of the yellow submarine song/ music video? Visit Liverpool</p>						
<p>Learning Challenge</p>	<p>Does anyone live in a yellow submarine?</p>					

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<p>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>L.O: To make plans.</p>	<p>Show photo of a house belonging to the one the Beatles. Why do you think this house is special? Who might have lived there? What type of house is it?</p> <p>What would a house look like on a map from an aerial view? Use google images to show houses on maps. Look at other plans to show aerial views.</p>	<p>BA Draw plans of simple objects</p> <p>A Draw a plan of the classroom</p> <p>AA Use a plan of the school to add features.</p>	<p>Learn song “Yellow submarine” and accompany with percussion.</p>	<p>I can create a plan of the classroom using given templates to arrange on the page.</p>	<p>I can create an aerial view of the classroom.</p>
<p>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>L.O: To use ordnance survey symbols</p>	<p>http://mapzone.ordnancesurvey.co.uk/mapzone/Pages/HomeworkHelp/mapability/mapsymbols/</p> <p>Using a map, zoom out from the house in Liverpool to a city map. What human features can we see on the map? Introduce the idea of ordnance survey symbols standardising keys on maps.</p>	<p>BA Match ordnance survey symbols to objects.</p> <p>A Using a map of Liverpool correct OS symbol on given grid reference (4 figure)</p> <p>AA Using a map of Liverpool correct OS symbol on given grid reference (6 figure)</p>	<p>Link to maths and coordinates.</p>	<p>Year 3 I am starting to use 4 figure grid references.</p> <p>I can recognise some ordnance survey symbols.</p>	<p>Year 4 I can confidently use 4 digit grid references</p> <p>I can recognise many ordnance survey symbols.</p>

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<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>L.O: To identify the transport links from Liverpool</p> <p>Physical: sea, river Human: canals and roads</p>	<p>Liverpool is by the sea. List words connected with living by the sea:</p> <ul style="list-style-type: none"> • Coast • Beach • Dock • Port • Cliffs • Shore <p>What human features would you find near the coast? What is a port? Discuss the words import and export. What do you think was imported into Liverpool? What might have been exported? SMSCL Refer to Liverpool's link to the Slave Trade. Visit Liverpool</p> <p>Which River's mouth is found at Liverpool? Where does the River Mersey start? Look at canal links and discuss the difference between human and physical water travel (canal v rivers)</p>	<p>Explain how you would travel from Liverpool to another World port. What might you import from these countries?</p> <p>Explain how you would travel from Liverpool to Manchester.</p>	<p>Moral Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views</p>	<p>I can recognise physical features: coast, river, cliffs, sea.</p>	<p>I can map a journey between Liverpool and another country.</p> <p>I can name oceans and recognise continents and countries.</p>
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<p>Place knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>	<p>L.O: To compare physical and human features of two towns.</p>	<p>Recap on human and physical features of Liverpool. Compare to physical and human features of Uttoxeter? What are the main differences of physical features? Human features? What are the advantages of living in Uttoxeter/ Liverpool? Disadvantages?</p>	<p>Where would you prefer to live? Uttoxeter or Liverpool? Write down your reasons as a written piece of work and use to hold class debate.</p>	<p>Social</p> <p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance</p>	<p>I can compare physical and human features.</p>	<p>I can think of advantages and disadvantages of particular physical and human features.</p>
<p>Science – sounds</p>						
<p>Learning Challenge</p>	<p>Why are xxxxxxx so popular?</p>					
<p>Identify how sounds are made, associating some of them with something vibrating.</p>	<p>To find out that sounds are made when objects and materials vibrate.</p>	<p>Show children the pictures of different musical instruments on the slides. Do you know what these instruments are called? How could you get each of the instruments to make a sound? Children to discuss their ideas. If possible, have some instruments for children to look at and investigate (e.g. violin, flute, recorder, percussion instruments, etc.). <input type="checkbox"/> How is sound made? Children think, pair, share their ideas then go</p>	<p>Organise the classroom into different work stations. On each table, set up one of the sounds to investigate: tuning fork in water; rice on a drum skin; ruler clamped to a desk; elastic bands to twang; stereo speakers to feel. Place the correct Question Cards next to each activity. <input type="checkbox"/> In groups, children to work their way around each work station, discussing the answers to the questions on the Question Cards as they go round. <input type="checkbox"/> When children have investigated all the activities, challenge them to create a poster to</p>	<p>Report Writing</p> <p>Spiritual</p> <p>Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Do children know that sounds and made when objects or materials vibrate?</p>	<p>Can children make careful observations?</p> <p>Can children draw conclusions about sounds from their observations?</p>

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		<p>through the the description on the slides. How can we test if this is correct? How can we verify whether sounds are caused by vibrations? Invite children to share their ideas.</p> <p>☐To demonstrate that sound is made by vibrations, ask the class to hum quietly and feel their throat. What can you feel? What happens when you make louder, softer, higher, lower sounds? Children to share their observations.</p>	<p>demonstrate how vibrations cause sound and how this can be seen and felt.</p>			
<p>Vibrations from sounds travel through materials to the ear. Sounds are measured in decibels.</p>	<p>How does the sound get to the ear? Can we measure sounds? What do we measure them in?</p>	<p>http://www.bbc.co.uk/learningzone/clips/how-does-sound-move-through-the-air/1607.html http://www.bbc.co.uk/learningzone/clips/how-does-sound-travel-through-the-air/1608.html Discuss the need to measure sound. Why do we need to do this?</p>	<p>Sound walk AA Decibel sorting A Use computers to record quiet and loud sounds. AA interpret a sound wave</p>		<p>I can order sounds from highest to lowest or loudest to quietest. (L3) I know that sound travels through air. (L3)</p>	<p>I can show that sound can travel through solids, liquid and air. (L4) I know that I can hear sound through a wall.(L3)</p>
<p>To recognise that vibration from sounds travel through a medium to the ear</p>	<p>To investigate whether sounds can travel through different materials.</p>	<p>Tell children that today they will be conducting an experiment to see if sound travels through all materials equally (i.e. does it travel through solids as well as it travels through liquids or gases?). ☐Provide children in small groups with a buzzer or ticking clock (waterproof!). Tell children that they will be testing this to see how well they can hear it in different locations, e.g. underwater; buried in sand; in a closed box with a lid; in an open box without a lid.</p>	<p>Provide time for children to discuss the question: Do sound waves travel though all materials equally? What are you going to do? What do you need? How will you make it fair? Predictions Results</p>		<p>Do children know that vibrations from sound sources travel through different materials to the ear?</p>	<p>☐Do children know sound can travel through solids, liquids and gases? ☐Do children know that some materials allow sound to pass through them more easily than others?</p>

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		<p>☐☐Children to plan their experiment on worksheet 2C, explaining how they will make it a fair test and making their predictions.</p> <p>☐☐Children to test each location and record the results and conclusion.</p>				
Identify how sounds are made, associating some of them with something vibrating.	To find out that some materials are effective in preventing vibrations from sound sources reaching the ear.	<p>Tell children that today they will be working in groups to see which materials are best for soundproofing.</p> <p>Ask children to get into groups and assign a particular material to each group (e.g. clingfilm, tin foil, cotton wool, paper towel, kitchen roll, bubble wrap). Tell children that they will be wrapping a rattle (e.g. by shaking rice, paperclips or lentils in a small container) and see how many layers of their material being wrapped around the object it takes before the rattle can no longer be heard.</p> <p>☐☐How can we make this experiment a fair test? All children will need to have the same object to rattle and use the same size sheets of their material to wrap their rattle in.</p> <p>☐☐Children to carry out their experiment and see how many layers of their material it took before the rattle could not be heard anymore. Record the results in a table as a class. Which material was the best at</p>	<p>Provide time for children to discuss the question:</p> <p>Which is the best sound proofing material?</p> <p>What are you going to do? What do you need? How will you make it fair? Predictions Results</p> <p>AA: complete all planning sheet</p>		<p>Can children name some of the reasons why preventing sound to travel is sometimes important?</p> <p>☐☐</p>	<p>Can children plan a test to measure how well different materials muffle sound?</p> <p>Can children draw conclusions about which materials muffle sound the best?</p>

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		soundproofing? Which was worst?				
To find patterns between the pitch of the sound and features of the objects that produced it.	To investigate how sounds can be different pitches and volumes.	<p>Listen to a recording or show children a video of an orchestra playing (e.g. http://www.youtube.com/watch?v=gaUBsN6K_38&feature=related). See if children can identify some of the instruments and challenge them to describe what they are like (e.g. are they high or low instruments, are they loud or soft?). Complete the table on the slides.</p> <p>☐☐ Explain that the term 'pitch' describes how high or low a sound is and 'volume' describes how loud or quiet a sound is. Use a xylophone, glockenspiel or piano to see if children can identify which note is higher than the other. Which of these two notes is highest? Play 2 notes. Children to put one hand up if they think the first note was highest and two hands up if they think the second note was highest. Repeat several times and then do the same for volume.</p> <p>☐☐ Show children the pictures of</p>	<p>Concept cartoons p 143 Provide time for children to discuss the concept cartoon statements eg The bigger drum makes a louder sound.</p> <p>What are you going to do? What do you need? How will you make it fair? Predictions Results</p>		<p>Do children know that the term 'pitch' describes how high or low a sound is?</p> <p>☐☐ Can children recognise changes in pitch and identify high and low notes?</p>	<p>Can children investigate different instruments and make generalisations about pitch?</p>

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		drums on the slides. Which of these do you think will make a higher sound? Why? Which of these do you think would be loudest and why? Invite children to share their ideas.				
Recognise that the sound gets fainter as the distance from the sounds	To investigate that sounds change with distance.	Sing a boat song and change the dynamics to represent getting closer and further away. How can we prove that sounds get fainter? Plan an outdoors experiment.	Provide time for children to discuss planning the experiment. What are you going to do? What do you need? How will you make it fair? Predictions Results			
To find patterns between the pitch of the sound and features of the objects that produced it.	To find out how the length, thickness and tightness of a string affects its pitch.	Show children the picture of a violin on the slides. How do musicians create sounds of different pitches on a violin? Children to think, pair, share their ideas. ☐☐Go through the description on the slides of violins and how different sounds are made. ☐☐Tell children that today they will be testing how the length, tightness and thickness of a string affects its sound. Display the questions: What happens to a string when you shorten it? What is the difference in pitch between a thick string and a thin string? How does the tightness of a string affect its pitch? How could we find the answers to these questions? Children to think, pair, share their ideas.	Provide time for children to discuss the question: How can you change the pitch using bottles and water? How can you make the pitch change using straws/ pipes? What are you going to do? What do you need? How will you make it fair? Predictions Results AA: complete all planning sheet		Do children know that the pitch of a stringed instrument depends on the length, thickness and tightness of the string?	☐☐Can children draw conclusions from their observations? Can children suggest ways of testing what happens to the pitch of a string when you alter the length, tightness and thickness?

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		<p>□□ Display the questions again. What do you predict the answers to these questions will be? Children to discuss their ideas and note on the slides.</p> <p>NB: Remind children to be careful when working with elastic bands. If they are over-stretched they may snap and flick back.</p>				
To find patterns between the pitch of the sound and features of the objects that produced it.	To plan and write a report about sounds.	<p>Recap features of report writing from Literacy.</p> <p>Model planning and writing a report about "Sounds".</p>	<p>Plan a Report about Sound using mind map.</p> <p>Write a report about Sound.</p>			
Understand and respond to spoken and written French.	To listen attentively to spoken language and show understanding by joining in and responding.	<p>French: Toute Le Monde</p> <p>Year 3: Level 1 L'ecole des Singes Year 3 : Pierre et Monsieur Bonhomme de neige</p> <p>Year 4: Level 2 Que La fete commence! Year 4: Bon Appetit!</p>				

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Learning Challenge	Could we live our modern lives without electricity?					
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Cross Curricular Link	Assessment Year 3	Assessment Year 4
<p>distribution of natural resources including energy,</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>L.O: To explain what is meant by "energy"</p>	<p>What is electricity ? Introduce the word energy. How do we use electricity in our everyday lives?</p> <p>How is electricity made? How does it get to our homes? Why is this bad for the environment? What are the problems with this? Look at diagrams and images of how electricity is made. Model turning the flow chart information into sentences using when, where and how sentence openers.</p>	<p>Mind map how we use electricity More able to organise their mind map into categories eg electricity for heat, cooking, leisure....</p> <p>Children to write a paragraph which explains how electricity is made in a power station.</p> <p>Why is burning coal damaging to the environment?</p>	<p>Moral Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>		

St. Mary's CE (A) First School - Medium Term Topic Planning

Key stage: 2 Cycle: 1 Term: Summer

Topic: Leisure and entertainment Literacy Focus Text: Leon and the Place Between
