

Purple Group Spring 2 Medium Term Planning

Stone Age.

- I can understand what was found at Skara Brae and why it is important.

Becoming a Copper Child

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 by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time.

- I can understand what copper mining meant to the people of the Bronze Age.

Stonehenge

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge. • I can understand how evidence about Stonehenge can give us different answers about the past.

Hillforts

Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age.

- I can understand how and why hillforts were developed in the Iron Age.

The Druids

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by understanding why some of our knowledge about Iron Age Druids could be unreliable.

- I can understand how evidence about Druids can give us different answers about the past

successful.

- Persuade an audience that the bow and arrow is a good hunting tool.
- Explain the different challenges of survival for early man.
- Know the names of some of the jobs that copper miners used to do.
- Name three reasons why people think Stonehenge might have been built.
- Explain how Stonehenge changed from the Stone Age onwards.
- Name two of the roles of Druids in Iron Age tribes.
- Name an important festival in the Druid calendar.
- Explain how homes changed from the Stone Age to the Iron Age.
- Explain how hillforts were designed to protect Iron Age tribes.

...some children will be able to:

- Explain how Skara Brae shows that Stone Age people were beginning to change how they lived.
- Explain why Bronze Age people mined copper.
- Explain why there are many ideas about how Stonehenge was used.
- Explain what archaeologists now think about Druids.
- Explain why the evidence we have from the Romans about Iron Age Druids might be unreliable.

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Geography	Geography Afl
<p>Weathering and Erosion</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering.</p> <ul style="list-style-type: none"> • I can explain how water and weather can change the landscape. <p>Coastal Features</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of coastal features.</p> <ul style="list-style-type: none"> • I understand how coastal features are formed. To 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 in the context of coastal features. • I can identify coastal features of the UK. 3. <p>Changing Coastlines</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of coastal features.</p> <ul style="list-style-type: none"> • I understand how coastal features are formed. To 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 in the context of coastal features. • I can identify coastal features of the UK. 4. <p>Changing Boundaries</p>	<p>...all children should be able to:</p> <ul style="list-style-type: none"> • explain what weathering and erosion mean; • describe how erosion changes rocks; • name some features of a coastline; • name some famous UK coastal features; • describe how erosion and deposition change the look of a coastline; • name an area of the UK which has been affected by coastal erosion; • identify how the UK's borders have changed over time; • identify similarities in photographs of a landscape taken at different times; • describe some ways that weather can change the landscape; • describe how physical changes have affected Earth since 1800; • list some physical changes to the Earth predicted to occur by 2050; • describe some ways that human activity changes the landscape. <p>...most children will be able to:</p> <p>name different types of weathering;</p> <ul style="list-style-type: none"> • describe how physical, chemical and biological weathering change rocks; • explain how some coastal features are formed; • identify the location of some famous UK coastal features; • describe how a coastline might have looked in the past; • describe how the shape of Spurn Head has changed over time; • identify how the borders of Europe have changed over time; • identify ways a landscape has changed over time; • describe how human activity has changed the Earth since 1800; • list some human activity changes to the Earth predicted to occur by 2050. <p>...some children will be able to:</p> <ul style="list-style-type: none"> • explain how erosion and deposition form coastal features; • describe how a coastline might look in the future; • give reasons why the UK's borders have changed; • give reasons why the borders of Europe have changed; • give reasons why a landscape might have changed over time.

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To 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 in the context of the changing make-up of the United Kingdom.

- I can explain how the make-up of the United Kingdom has changed over time.

To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of the changing international borders of Europe.

- I can explain how the international borders of Europe have changed over time.

Weathering and Erosion

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water by looking at how landscapes change over time.

- I can explain how and why landscapes change over time.

What Does the Future Hold?

To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering.

- I can predict how physical factors might change the landscape in the future.

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links,

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<p>and the distribution of natural resources including energy, food, minerals and water in the context of coastal features.</p> <ul style="list-style-type: none"> • I can identify coastal features of the UK. 	
Science	Science AFL
<p>Humans Timeline</p> <p>Describe the changes as humans develop to old age by drawing a timeline to indicate stages in the growth and development of humans.</p> <ul style="list-style-type: none"> • I can describe the stages of human development. <p>Growth of Babies</p> <p>Describe the changes as humans develop to old age in the context of the development of babies in their first year.</p> <ul style="list-style-type: none"> • I can explain how babies grow and develop. Record data and results of increasing complexity using bar and line graphs in the context of the growth of babies in height and/or weight during their first year after birth. • I can present data. • Computer/Tablet with appropriate graphing software (Excel, Google Sheets, Numbers, Graphs iOS app) <p>Puberty</p> <p>Describe the changes as humans develop to old age by comparing the changes that take place to boys and girls during puberty.</p> <ul style="list-style-type: none"> • I can describe and explain the main changes that occur during puberty. <p>Changes in Old Age</p> <p>Describe the changes as humans develop to old age by understanding the changes that take place in old age.</p> <ul style="list-style-type: none"> • I can identify the changes that take place in old age. <p>Gestation Periods</p> <p>Report findings from enquiries, including oral and written explanations of results in the context of the gestation period for animals.</p> <ul style="list-style-type: none"> • I can report findings from enquiries. 	<p>...all children should be able to:</p> <ul style="list-style-type: none"> • Compare and present data using bar and line graphs. • Report findings in oral form. • Order the stages of human development. • Demonstrate understanding of how babies grow in height. • Describe the main changes that occur during puberty. • Explain the main changes that take place in old age. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Compare graph types and select which is most appropriate for my data. • Analyse and report findings in written explanations. • Name the 6 stages of human development. • Give reasons why changes occur during puberty. <p>...some children will be able to:</p> <ul style="list-style-type: none"> • Explain the changes that occur during stages of human development. • Demonstrate understanding of how babies grow in height and weight. • Analyse the similarities and differences between how boys and girls experience puberty

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Life Expectancy Record data and results of increasing complexity using bar and line graphs, and models in the context of comparing gestation periods and life expectancies of animals. <ul style="list-style-type: none">• I can record complex data using graphs and models. Reporting and presenting findings from enquiries, including causal relationships by analysing data on gestation periods and life expectancies of animals.• I can identify the relationship between variables		
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What Is Freedom? <ul style="list-style-type: none">• I can examine the concept of freedom. What Is Justice? <ul style="list-style-type: none">• I can examine the concept of justice. What Is Justice? <ul style="list-style-type: none">• I can compare concepts of justice. Human Rights <ul style="list-style-type: none">• I can describe the influence of religious and non-religious world views on the human rights movement. Non-Violent Protest Movement <ul style="list-style-type: none">• I can describe the influence of religious views on nonviolent protest movements. Which Is More Important: Freedom or Justice? <ul style="list-style-type: none">• I can examine the concepts of freedom and justice and how they might conflict.	...all children should be able to: <ul style="list-style-type: none">• understand that freedom and justice have more than one definition;• explain how beliefs about freedom and justice have influenced the actions of important figures in history and today. ...most children will be able to: <ul style="list-style-type: none">• explain the different religious concepts of freedom and justice, and give examples;• state the role of religious beliefs and how they have influenced the human rights and nonviolent protest movements;• examine and explain why concepts of freedom and justice can conflict. ...some children will be able to: <ul style="list-style-type: none">• understand the concept of freedom and justice in a wider sense, giving their own examples of what they do and do not mean;• use the knowledge they have gained in this unit to examine whether concepts of freedom and justice can be conflictual.	
PHSE & Citizenship	English	Maths
Over the course of the half term Purple group will be looking more closely at: Diversity	This half term we will be studying the text Stig of the Dump.	Number; Rounding/estimating Measurement – Length/Time

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<p>First Aid</p> <p>Healthy Lifestyles</p> <p>Personal Identities</p> <p>Sex & Relationships</p> <p>Money & Budgeting</p>	<p>Stig's den</p> <p>To understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.</p> <p>Barney and Stig work together</p> <p>To develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.</p> <p>Talking with the Snargets</p> <p>To understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.</p> <p>What is he like?</p> <p>To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied.</p> <p>Different people, different thoughts</p> <p>To understand what they read, in books they can read independently,</p>	<p>Measurement –</p> <p>Length/height/temperature/capacity</p> <p>Properties of shapes</p> <p>Number – Fractions revisited</p> <p>Geometry – Symmetry/Translation</p>
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	<p>by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied.</p> <p>Another title To understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Fun and games at the party To understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Stepping into the past To understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.</p> <p>Barney, Gran and Lou Specific requirements for pupils to discuss what they are learning and to</p>	
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	<p>develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p> <p>Stig talks!</p> <p>Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p> <p>READING: Comprehension</p> <p>To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied.</p>	
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	<p>Barney on television Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p> <p>Who is it? To understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>All about Stig To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Persuade me! Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this</p>	
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	<p>programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p> <p>That's not what it's for, Stig! WRITING: Composition To draft and write by in narratives, creating settings, characters and plot.</p> <p>Front-page news WRITING: Composition To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings.</p> <p>With love from Barney WRITING: Composition To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings.</p> <p>Living in the Stone Age WRITING: Composition To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings.</p>	
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	<p>A portrait of Barney WRITING: Composition To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings.</p> <p>A meeting across time WRITING: Composition To plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary. To draft and write by in narratives, creating settings, characters and plot.</p> <p>Teapots, tins and other things READING: Comprehension To understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	
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