

# Giraffe Class Term 3 2019-2020 Medium Term Plan

	<u>Science</u>	<u>Computing</u>	<u>Creative Curriculum (History/ Geography)</u>	<u>Art/DT</u>	<u>RE</u>	<u>PE</u>	<u>Music</u>	<u>French</u>
1	Revision session.	To use skimming and scanning techniques To know how to stay safe when using the internet.	To carry out research into Hunter Gatherers	To create a Stone Age structure	How is life like a journey? What do people use to support them through the journey? What are the five pillars of Islam?	To plan, perform and improve a routine	Being taught after SATs	To discuss preferences - films children like
2	To understand and draw circuit diagrams.	Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.	To present information	To create a Stone Age structure	What are the key beliefs of Muslims and how do they affect their life? Who was the Prophet and what did he do? Why is it important to hear the Shahadah?	To plan, perform and improve a routine		To discuss preferences - films children like
3	To investigate whether the length of the wires affects how brightly the bulb glows in a simple circuit.	Pupils explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.	To understand chronology To use similar techniques to the Stone Age	To create Stone Age cave paintings	What are the key beliefs of Muslims and how do they affect their life? Who was the Prophet and what did he do? Why is it important to hear the Shahadah and how might hearing the shahdah every day affect the life of a Muslim?	To plan, perform and improve a routine To use apparatus safely		To read and understand a French story
4	TASC activity: To use knowledge of electrical circuits to make a model capable of performing a specific function	Pupils learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.	To understand chronology To use similar techniques to the Stone Age	To understand the functions and structure of a round house by creating a model with a lifting roof	How do Muslims pray? Why do Muslims pray? What are the similarities and differences between Muslim and Christian prayer?	To plan, perform and improve a routine To use apparatus safely		To read and understand a French story
5	TASC activity: To use knowledge of electrical circuits to make a model capable of performing a specific function	Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises	To create questions and hypotheses about Skara Brae and research the answers	To understand the functions and structure of a round house by creating a model with a lifting roof	What are the key functions of the Mosque and how do they link to the key beliefs of Muslims? What are the similarities and differences between the Mosque and other places of worship?	To plan, perform and improve a routine To use apparatus safely		To explore a French version of a nursery rhyme
6	TASC activity: To use knowledge of electrical circuits to make a model capable of performing a specific function	Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children.	To consider what life would be like for an Iron Age child; to research an Iron Age game and experience playing it	To gain an understanding of Iron Age food, through research and by making oatcakes and soft cheese.	What is Hajj and why is it important for Muslims?	To plan, perform and improve a routine To use apparatus safely		To explore a French version of a nursery rhyme