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| Macintosh HD:Users:ianread:Documents:WCM 2016-17:Miscallaneous:WCM booklets:WCM Logos 2017 PNGs:WCM logo final:watercliffe_line_White.pngYear Three Medium Term PlanningSummer 2019Big Question: **What are the similarities and differences between Sheffield and Kenya?** |
| Focus Subject:Geography | **Kenya**WOW starter – use of Becky via Skype.Enterprise – raising money for Kamirini (Where does the money go? What does it do? See Becky’s email.) |
| * Ask and respond to questions about places and the environment.
* Use maps and globes to locate the world’s countries, and their capital cities.
* Begin to offer explanations for the location of human and physical features in different localities.
* Use aerial photographs to identify features of a place.
* Describe weather patterns, location of place, and key physical and human features.
* Make and use more detailed maps that use symbols and a key.
* Use fieldwork techniques, with more detailed sketches, questionnaires and surveys, to collect information about a place.
* Measure and record data to gain a better understanding of a place, such as weather patterns.
* Describe how people can both improve and damage the environment.
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| Science/ STEM | **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.* |
| * Identify, name and describe the parts of flowering plants, their needs for optimum growth and how new flowers are grown.
* Begin to set up simple practical enquiries, thinking about fair testing and how results will be measured.
* Start to take and record accurate observations and measurements from an enquiry, using scientific language, labelled diagrams and tables.
* Look for patterns, make predictions and draw simple conclusions.
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| Religious Education | **Muslims, Christians, Sikhs: Similar, different or both?***Exemplar planning exists* |
| * Identify some religious symbols, gestures and words.
* Talk about some of the beliefs that underpin the above.
* Describe some religious artefacts and identify similar beliefs and ideas expressed symbolically.
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| Visits/ Visitors | Visit:?Visitor:– Becky Lyne |
| Fabulous Finish | Enterprise – raising money for Kamirini (Where does the money go? What does it do? See Becky’s email.) |

**Other foundation subjects to plan in:**

PE (follow the overview from SD)

Computing

Music

Design and Technology (may feature more heavily in the art term)

Please remember that the above guidance is a summary of the organisation of objectives, plus the year group conversation. You may need to refer to the wider National Curriculum objectives or exemplar RE units or objectives.