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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.png  Year Three Medium Term Planning  Summer 2019  Big 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. |
| 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. |
| 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. |
| 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.