



Year 3/4 Medium Term Plan – Down under



Term	Autumn 2		
Key text	Wombat goes walk about		
Key Vocabulary	Indigenous, hemisphere, aboriginal, pointillism, commonwealth, plateau, temperate, tropical, equator, bushfire, drought, cyclone, non-indigenous.		
Overarching objectives	Geography		
Topic curriculum coverage and content			
Lesson WALT	Subject covered within lesson	Curriculum content covered within lesson	What will this look like when it is achieved?
Lesson 1 WALT identify where Australia is located and understand that is a continent and a country	Geography	<ul style="list-style-type: none"> - Recognise the different shapes of continents. - Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. 	Children will <ul style="list-style-type: none"> - Discover where Australia is located in relation to other countries and continents. - They learn it is unusually both a country and continent, and is located in the Southern Hemisphere. - Pupils learn that like the UK, it is an island as opposed to landlocked country, and is surrounded by the Pacific and Indian Oceans.
Lesson 2 WALT understand that the landscape of Australia is diverse	Geography	<ul style="list-style-type: none"> - Know about the wider context of a place – region, country - Analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures. 	Children will <ul style="list-style-type: none"> - Explore the physical geography of Australia. They learn that Australia has a remarkably varied or ‘diverse’ landscape and learn the four key landform regions of Australia: Coastal, Plains, Eastern Highlands, Central Lowlands and Western Plateau. - Use a range of maps that show the location of physical characteristics (highland areas, high rainfall areas, and bodies of water).
Lesson 3 WALT explore the climate zones present in Australia	Geography	<ul style="list-style-type: none"> - Explore weather patterns around parts of the world. 	Children will <ul style="list-style-type: none"> - Learn that Australia’s size means that different areas of the country experience, varied weather and climate conditions.

			<ul style="list-style-type: none"> - They learn that there are three climate zones: arid, temperate, and tropical. - Pupils discover that latitude and proximity to the Equator can affect the climate of an area, as well as the height of the land and proximity to the coast.
Lesson 4 WALT understand how the physical conditions of Australia impact on the distribution of the population	Geography	<ul style="list-style-type: none"> - Recognise there are similarities and differences between places – varying conditions within Australia. - Understand the effect of landscape features on the development of a locality. - Recognise that people have differing quality of life living in different locations and environments. - Describe how people have been affected by changes in the environment eg. Indigenous Australians 	<p>Children will</p> <ul style="list-style-type: none"> - Explore the human geography of Australia, focusing upon the people and the population distribution of the country using population density maps. Pupils learn that Australia is home to both indigenous and non-indigenous populations and learn that it is a multi-cultural population, with residents from different locations all around the world who have relocated through the process of migration to settle in Australia.
Lesson 5 WALT COP 27	Geography	<ul style="list-style-type: none"> - Recognise there are similarities and differences between places – varying conditions within Australia. - Explore weather patterns around parts of the world. 	<p>Children will</p> <ul style="list-style-type: none"> - Understand what climate change is and the importance of everyone playing their part.
Lesson 6 WALT COP 27	Geography	<ul style="list-style-type: none"> - Recognise there are similarities and differences between places – varying conditions within Australia. - Explore weather patterns around parts of the world. 	<p>Children will</p> <ul style="list-style-type: none"> - Understand what climate change is and the importance of everyone playing their part.
Lesson 7 WALT create some aboriginal art	Art	<ul style="list-style-type: none"> - Create mood by selecting colours. - Create different effects by using a variety of techniques - Identify key aspects such as complementary colours and warm and cool colours. - Explain what they like about their work. 	<p>Children will</p> <ul style="list-style-type: none"> - Know what mood means. - Know what complementary colours are. - What the difference between a warm and cool colour is. - Know what aboriginal means and has an idea about the art style. - Knows what pointillism in.
Lesson 8 WALT create some aboriginal art	Art	<ul style="list-style-type: none"> - Create mood by selecting colours. - Create different effects by using a variety of techniques 	<p>Children will</p> <ul style="list-style-type: none"> - Know what mood means. - Know what complementary colours are.

		<ul style="list-style-type: none"> - Identify key aspects such as complementary colours and warm and cool colours. - Explain what they like about their work. 	<ul style="list-style-type: none"> - What the difference between a warm and cool colour is. - Know what aboriginal means and has an idea about the art style. - Knows what pointillism in.
Lesson 9 WALT gather relevant geographical information from mixed media sources	Geography	<ul style="list-style-type: none"> - Use basic geographical vocabulary such as ocean, valley, vegetation, soil, gorge, port, harbour 	<p>Children will</p> <ul style="list-style-type: none"> - Know about the urban areas of Australia. They learn the country has man-made political boundaries that split the country into states and territories. They learn the capital city of each state, and also that there is a national capital of the country as a whole (Canberra).
Lesson 10 WALT use Google maps to look at Australia	Computing	<ul style="list-style-type: none"> - With support, select and use a variety of software to accomplish goals. - With support, select and use a variety of software on a range of digital devices. - With support, select, use and combine a variety of software on a range of digital devices to accomplish goals. 	<p>Children will</p> <ul style="list-style-type: none"> - Understand what software is and can name some varied software. - Use Google maps successfully.
Lesson 11 WALT use a variety of software to record information about Australia WALT use a variety of software for a purpose	Computing	<ul style="list-style-type: none"> - With support, select and use a variety of software to accomplish goals. - With support, select and use a variety of software on a range of digital devices. - With support, select, use and combine a variety of software on a range of digital devices to accomplish goals. 	<p>Children will</p> <ul style="list-style-type: none"> - Understand what software is. - Understand what hardware is. - Use different software for a reason. - Use software on different devices.
Lesson 12 WALT compare and contrast daily life in different locations	Geography	<ul style="list-style-type: none"> - Recognise that people have differing quality of life living in different locations and environments. 	<p>Children will</p> <ul style="list-style-type: none"> - Consider the similarities and differences between places at a range of scales. They first - Compare aspects of daily life in the UK and Australia, then compare two locations in Australia (one rural and one urban).

Discrete teaching			
Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?
Lesson 1 WALT: groups animals using Venn diagrams and tables.	Science animals and their habitats.	<ul style="list-style-type: none"> - Recognise that living things can be grouped in a variety of ways - Investigation – grouping and sorting 	Children will <ul style="list-style-type: none"> - Group animals into standard groups - Show grouping in Venn diagrams and tables
Lesson 2 WALT: groups vertebrates using keys.		<ul style="list-style-type: none"> - Explore and use classification keys to help group, identify and name a variety of living things in the wider environment. Recap teeth from last term. - Investigation – grouping and sorting 	Children will <ul style="list-style-type: none"> - Group vertebrates using keys
Lesson 3 WALT: create a key to sort animals.		<ul style="list-style-type: none"> - Explore and use classification keys to help group, identify and name a variety of living things in the wider environment. - Investigation – grouping and sorting 	Children will <ul style="list-style-type: none"> - Create their own keys to sort creatures.
Lesson 4 WALT: describe some of the changes in Australian habitats.		<ul style="list-style-type: none"> - Recognise that environments can change over time Investigation –secondary sources <ul style="list-style-type: none"> - 	Children will <ul style="list-style-type: none"> - Learn about examples of changes to the environment in Australia
Lesson 5 WALT: ask questions about and research how habitat changes are affecting wild life. ICT		<ul style="list-style-type: none"> - Recognise that as environments change this can pose dangers and have an impact on living things. - Ask relevant questions and use different types of scientific enquiry to answer them. Investigation –secondary sources <ul style="list-style-type: none"> - 	Children will <ul style="list-style-type: none"> - Create questions and gather information using books and the internet to answer those questions. -
Lesson 6 WALT: present our information clearly using Power point		<ul style="list-style-type: none"> - Use Power Point to organise information gathered from websites and books . 	Children will <ul style="list-style-type: none"> - Create a series of slides words and pictures. - Edit the size and colour of text. - Add animation to some of the pictures / words
Lesson 7 WALT: present our ideas in a group to an audience. Evaluate our and other presentations.		<ul style="list-style-type: none"> - Use straightforward scientific evidence to answer questions or to support his/her findings. 	Children will <ul style="list-style-type: none"> - Create a presentation as a group to answer a science based question using evidence.

Lesson 8 CHRISTMAS Science Nice ICE!	Solids liquids and gases Predicting what may happen Seeing patterns	<ul style="list-style-type: none"> - If I put water in an ice cube tray and leave it overnight it will freeze and make ice cubes. - Does this work the same for all liquids in my kitchen? Predict which will become solid and which may not. Is there a pattern to help my prediction?	Children will <ul style="list-style-type: none"> - predict what will happen to a range of liquids in the freezer overnight. - Try to see if there is a pattern to these results so could I predict more accurately next time?
Lesson 1 WALT recognise input and output devices	Computing	<ul style="list-style-type: none"> - Recognise familiar forms of input and output devices and how they are used. - Make efficient use of familiar forms of input and output device. - Use other input devices. 	Children will <ul style="list-style-type: none"> - Understand what an input device is. - Understand what an output device is. - Use input/output devices.
Lesson 6 WALT know the French for familiar phrases and ask and answer questions (School)	French Year 3 All about me	<ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding. 	Children will <ul style="list-style-type: none"> - Give and respond to simple classroom instructions appropriately. - Name parts of the body from a song. - Identify colours. - Name items of clothing. - Answer questions using the topic vocabulary. - Read and write simple words. - Say that un/une relate to masculine or feminine nouns.
Lesson 1 WALT listen and respond to classroom instructions			
Lesson 2 WALT use actions to name body parts in French			
Lesson 3 WALT understand and respond to everyday actions in French			
Lesson 4 WALT listen and copy pronunciation of colour words			
Lesson 5 WALT ask and answer what is in our wardrobe			

Lesson 6 WALT have a simple French conversation about clothes			
Lesson 1 WALT Count in 100s and build numbers in the hundreds. (All around Town)	French Year 4 (All Around the Town) (Going Shopping)	<ul style="list-style-type: none"> - Ask and answer at least two simple familiar questions with a response - Speak in sentences using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. - Adapt intonation to ask questions - Write one or two simple sentences that may contain an adjective to describe people, places, things and actions 	<p>Children will</p> <ul style="list-style-type: none"> - Listen and respond to topic vocabulary - Answer questions using topic vocabulary - Take part in role plays using topic vocabulary - Greet and respond - Choose the correct form when changing le to du, la to de la and les to des - Change adjectives to feminine when needed - Use appropriate form 'at' (au or a la)
Lesson 2 WALT Ask for and say our address in French (All around Town)			
Lesson 3 WALT Use a dictionary to broaden vocabulary (All around Town)			
Lesson 4 WALT express my opinion in French (Going Shopping)			
Lesson 5 WALT change the French word for 'the' to the French word for 'some'. (Going Shopping)			
Lesson 6 WALT use adjectives to describe nouns. (Going shopping)			
Lesson 7 WALT answer questions in a complete sentence (Going Shopping)			
Lesson 8 WALT ask questions in French (Going Shopping)			

Lesson 9 WALT take part in a role play speaking in French (Going Shopping)			
Lesson 1 WALT perform actions confidently and in time to a range of action songs.	Music Singing, listening, composing and performing	- Be able to perform actions in time to the music.	Children will - Build up a good repertoire of action songs.
Lesson 2 WALT recognise the features of Music from different cultures.		- Be able to talk about how the music makes us feel and where it originates from.	Children will - Listen to some Australian Aboriginal music.
Lesson 3 WALT perform actions confidently.		- Make music using voice sounds, body percussion and actions and peer assess.	Children will - Recap last week based on Australian Aboriginal music.
Lesson 4 WALT make our own Didgeridoo.		- Research and make their own didgeridoos out of cardboard.	Children will - Find out what a Didgeridoo is and how it played using iPads and books as a table/team.
Lesson 5 WALT sing using low notes.		- Try singing low notes and perform to each other.	Children will - Demonstrate low notes on a xylophone and how a low note is used when singing into a Didgeridoo.
Lesson 6 WALT become more skilled in		- Be able to sing high and low notes and play do, re and mi. -	Children will - What song helps to reinforce high and low notes?

improvising using voices and percussion.			
Lesson 7 WALT sing as part of an ensemble with confidence and precision.		<ul style="list-style-type: none"> - Work collectively as a group to come up with their own actions and sound effects with precision. 	<p>Children will</p> <ul style="list-style-type: none"> - Working in teams collectively use instruments to make their own sound effects and actions to accompany some different Christmas songs.
Lesson 8 WALT sing as part of an ensemble with confidence and precision.	Music (Singing & Performing)	<ul style="list-style-type: none"> - Perform as an ensemble to each other with confidence. 	<p>Children will</p> <ul style="list-style-type: none"> - Continue from last week and work on confidence and precision in order to perform collaboratively to the rest of the class. - Record on iPad and watch back to peer assess.
Lesson 1 WALT retell some stories behind festivals (Diwali)	RE Why are festivals important to religious communities?	<ul style="list-style-type: none"> - Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. - Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. - Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. - Observe and consider different dimensions of religion, so that they can explore and show understanding of 	<p>Children will</p> <ul style="list-style-type: none"> - Consider the meanings of the story of Rama and Sita behind the religious festival of Diwali
Lesson 2 WALT understand the meanings behind some of the symbols and rituals during Diwali			<p>Children will</p> <ul style="list-style-type: none"> - Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals.
Lesson 3 WALT consider ethical questions			<p>Children will</p> <ul style="list-style-type: none"> - Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)?
Lesson 4 WALT understand why celebrating religious			<p>Children will</p> <ul style="list-style-type: none"> - Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events?

festivals are valuable to so many		similarities and differences within and between different religions and worldviews.	
Lesson 5 WALT recognise the benefits of religious celebrations			Children will <ul style="list-style-type: none"> - consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?
Lesson 6 WALT compare the way festivals are celebrated within and between religions			Children will <ul style="list-style-type: none"> - notice and think about similarities and differences between the way festival are celebrated e.g. Christmas within different Christian traditions and world view ; between home and places of worship.
Lesson 1 WALT swimming (ongoing)	PE Year 3 Swimming	<ul style="list-style-type: none"> - Begin to swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively. 	Children will <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively. - Perform safe self-rescue in different water-based situations.
Lesson 1 WALT: grip the racket using forehand and back hand.	PE Badminton Year 4	Use running, jumping, throwing and catching in isolation and in combination.	Children will <ul style="list-style-type: none"> - Hold the racket and bounce the shuttle with forehand. - Hold the racket and bounce the shuttle with back hand. - Tap a rally as they walk using both grips .
Lesson 2 WALT: move in different ways on the court		Play competitive games, modified badminton.	Children will <ul style="list-style-type: none"> - Run to move quickly - Lunge on both legs Chasse side to side
Lesson 3 WALT: hold the shuttle correctly and serve.		Apply basic principles suitable for attacking and defending	Children will <ul style="list-style-type: none"> - Hold the shuttle correctly Hit the shuttle from their hand using both forehand and back hand.
Lesson 4		Develop flexibility, strength, technique, control and balance to badminton game	Children will <ul style="list-style-type: none"> - Throw the shuttle to a partner accurately

WALT: return the shuttle when thrown			Return the shuttle using forehand and back hand
Lesson 5 WALT: use over head shots.			Children will - Throw the shuttle over arm Hit the shuttle using a smash action
Lesson 6 WALT: cooperate as a team and solve problems .			Children will - Use the skills learnt in a series of team tasks - Solve problems within their groups. - Encourage others within their group and respond to advise from others.
Lesson 1 WALT develop flexibility, strength, technique, control and balance	PE- gym Year 3/4	- Body Management moves 1&2.	Children will - Be able to get a rhythm going and keep lower back pressed on the floor. - Hold for longer on 2 nd attempt to achieve personal best.
Lesson 2 WALT develop flexibility, strength, technique, control and balance		- Body Management moves 3&4.	Children will - Be able to keep lower back pressed on the floor. - Hold for longer on 2 nd attempt using a timer/counting.
Lesson 3 WALT develop flexibility, strength, technique, control and balance		- Body Management moves 5&6.	Children will - Push hips up 7 squeeze bottom tight and keep backs straight with toes pointed to the floor. - Demonstrate improvement to achieve their personal best on 2 nd attempt.
Lesson 4 WALT develop flexibility, strength, technique, control and balance		- Body Management moves 7.	Children will - Ensure hips and shoulders are square and level. - Demonstrate improvement to achieve their personal best.
Lesson 5 WALT develop flexibility, strength,		- Body Management moves 8 and 9.	Children will - Perform their moves to partner and give feedback to one another on how to improve.

technique, control and balance			
Lesson 6 WALT develop flexibility, strength, technique, control and balance		<ul style="list-style-type: none"> - Recap body Management moves 1-9. 	<p>Children will</p> <ul style="list-style-type: none"> - Complete the circuits to refine moves 1-9. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Lesson 7 WALT boost activity and fitness levels		<ul style="list-style-type: none"> - Playing as a team. 	<p>Children will</p> <ul style="list-style-type: none"> - Participate as a team to score points keeping a record of their scores.
Lesson 8 WALT boost activity and fitness levels		<ul style="list-style-type: none"> - Playing as a team. 	<p>Children will</p> <ul style="list-style-type: none"> - Design their own relay working as a team and come up with active forfeits for the losing team.
Lesson 1 WALT reflect and celebrate achievements	<p>PSHE Year 3 Aiming High</p>	<ul style="list-style-type: none"> - Reflect on and celebrate achievements. - Identify strengths and areas for improvements. - Set high aspirations and goals. - Face new challenges positively. - Make responsible choices. - To think about the range of jobs carried out by people they know and to understand how they can develop skills. - Recognise and challenge stereotypes. 	<p>Children will</p> <ul style="list-style-type: none"> - Discuss personal achievements and skills. - Identify what positive learning is. - Talk about the range of jobs people do and what they might want to do in the future. - Discuss what skills are needed in the future. - Identify elements of a growth mind set. - Identify and challenge stereotypes. - Discuss goals and ambitions. - Discuss challenges and how we could overcome these. - Discuss how we can achieve our goals. - Understand that goals can change but that's ok. - Identify limitations and how they can be overcome.
Lesson 2 WALT identify personal goals			
Lesson 3 WALT explain how a positive learning attitude is important			
Lesson 4 WALT identify skills and attitudes needed in the future			
Lesson 5 WALT understand that gender does not limit us			
Lesson 6 WALT discuss what we might like to do when we're older			

and what we need to achieve this			
Lesson 1 WALT understand what rights are	Year 4 Respecting Rights	<ul style="list-style-type: none"> - understand what rights are and that all people share the same rights - understand what the Universal Declaration of Human Rights and the Declaration of the Rights of the Child are and why they are important - explain what democracy is and how this relates to rules and human rights - understand that human rights are not dependent on responsibilities - understand how stereotypes can stop people's human rights being met 	<p>Children will</p> <ul style="list-style-type: none"> - Know what human rights are; - Understand that all people share the same rights; - Know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child; - Know why we have rules and how they help us; - Understand that no one should take away our human rights; - Explain what respect means and understand how they can respect the rights of others; - Describe what a stereotype is and understand how stereotypes can be harmful
Lesson 2 WALT understand what the Universal Declaration of Human Rights is			
Lesson 3 WALT understand what a democracy is			
Lesson 4 WALT understand that human rights are not dependent on responsibilities			
Lesson 5 WALT that stereotypes can stop individuals' rights being met			
Lesson 6 WALT understand resilience			
Lesson 7 WALT understand curiosity			