

# St Ann's Curriculum - Medium Term Planning: Explore Y3/4

The MTP will ID key learning and give a brief outline of context and activity. It will look at how to deliver key-skills and focus on what we will see if successful.

<b>Core Skills:</b>		
<p style="text-align: center;"><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>To seek out and enjoy challenges</li> <li>To collaborate with others</li> <li>To show commitment and perseverance</li> <li>Assess themselves and others</li> </ul>	<p style="text-align: center;"><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>To speak clearly and convey ideas confidently</li> <li>To read and communicate ideas in writing efficiently and effectively</li> <li>To calculate efficiently and apply skills to solve problems</li> <li>To use new technologies confidently and purposefully</li> </ul>	<p style="text-align: center;"><b>Creative Thinking</b></p> <ul style="list-style-type: none"> <li>To ask questions to extend thinking</li> <li>To generate ideas and explore possibilities</li> <li>To overcome barriers by trying out alternatives</li> <li>To connect ideas and experiences in inventive ways</li> </ul>

<b>Themed Skills: Explore:</b>		
<ul style="list-style-type: none"> <li>Recognise that they can impact their environment and community</li> <li>Show a commitment to justice</li> <li>Recognise their roles as Global citizens</li> <li>Communicate their learning in relevant ways</li> <li>Show empathy</li> </ul>		
Key learning (What will the children learn?)	How What opportunities am I going to give the children so that they can learn?	Outcomes (What will the learning look like? How will the learning be recorded?)
1. ENQUIRY: Ask and respond to questions about places and the environment making comparisons	Look at the locations of the seas and oceans around the world – get the children to predict what they are like based on location – do fact-matching game – Predict what animals live there (to be explored further in science)	Take photos for project folder – active-learning session
2. ENQUIRY: Offer explanations for the location of human and physical features in different localities	Do research on different features of different seas and oceans – how does their location affect their features. Each group researches different location and then do Q+A at end of lesson.  Give blank map and build up countries (and capitals) – label	Research copied for folders and record Q+A for Seesaw  Quizzes for books



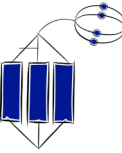
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<p>3. MAP SKILLS: Locate some countries in the World, including capital cities</p>	<p>seas and oceans – create quiz</p>	
<p>4. MAP SKILLS: Identify the countries of the UK, identify cities and geographical regions</p>	<p>Look specifically at UK – look at rivers and which sea they flow to, look at features of water in UK and some statistical work on rainfall. Use a printed map to give children visual cue and show how to use grid coordinates and features of keys on maps (ordinance)</p>	<p>Create data for folders and use a map to test children’s understanding of locations around UK</p>
<p>5. MAP SKILLS: Identify on a globe the position and significance of the equator, northern and southern hemispheres, tropics of Cancer and Capricorn and the Antarctic and Arctic</p>	<p>Use interactive globe  <a href="https://www.echalk.co.uk/Science/physics/solarSystem/InteractiveEarth/interactiveEarth.html">https://www.echalk.co.uk/Science/physics/solarSystem/InteractiveEarth/interactiveEarth.html</a>          – show children where the different areas are - research how this affects the oceans around them</p>	<p>Children to create digital info to share with class and put in project folder</p>
<p>6. MAP SKILLS: Identify features of a place using aerial photos</p>	<p>Use google earth and compare with 2d aerial shots – look at local areas and then look at aerial shots of oceans – what different features show up</p>	<p>Maps and findings to be added to folder</p>
<p>7. MAP SKILLS: Make and use more detailed maps that use symbols and a key</p>	<p>Create an ocean map with a key to which animals live there</p>	<p>Map to be added to folder</p>

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Geography Assessment		
<p>Developing</p> 	<ul style="list-style-type: none"> <li>• <b>Compare</b> different places by asking and responding to questions.</li> <li>• <b>Describe</b> places and landmarks using a range of sources (e.g. aerial photographs and maps)</li> <li>• <b>Draw</b> more detailed sketches of the features they have observed.</li> <li>• <b>Describe</b> the ways that people can improve and damage the environment.</li> </ul>	<p>Names of children</p>
<p>Securing</p> 	<ul style="list-style-type: none"> <li>• <b>Analyse</b> the human and physical features of different localities</li> <li>• <b>Observe</b> a location and record information through detailed sketches, questionnaires and surveys</li> <li>• <b>Combine</b> sources of information to provide a broader picture of a location or geographical process (e.g. a map with additional sketches that highlight specific features)</li> <li>• <b>Summarise</b> the different ways that people can improve and damage the environment</li> </ul>	
<p>Enriched</p> 	<ul style="list-style-type: none"> <li>• Compare a range of sources and use them to <b>generalise</b> about the human and physical features of different localities</li> <li>• Measure and record data and <b>reflect</b> on the information it provides.</li> <li>• <b>Create</b> a range of sources that demonstrate an understanding of the different ways that information can be collected and presented.</li> <li>• <b>Appreciate</b> the impact that people can have on the environment</li> </ul>	