

# Milepost 2 Long Term Plan 2021-2022

## YEAR 3

### Term 1



#### Brainwave: The Brain

3 weeks

*Health and well-being,  
International, Science*

We will be learning about our brain and how we can use it to learn lots of new and different things every day, enabling us to gain the knowledge, skills and understanding that we will need to become successful now and in the future. By finding out more about how we learn, and how we can improve the way that we learn, we will be better equipped for meeting the many challenges ahead of us. We will need to be metacognitive learners, scientists and internationally minded.

How can we use our knowledge of the brain to help us on our learning journey?



#### Explorers and Adventurers

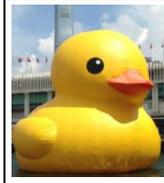
6 weeks

*Geography, History, Art,  
Science, Technology,  
International*

**(Include contrasting country in Europe/North and South America)**

Have you ever wanted to venture to undiscovered lands? Well, you might just be an explorer! In this unit, we will be learning about explorers and adventurers from the past, the challenges they faced and how they have opened our eyes to the world around us.

As we embark on our learning journey, we will need to fasten our seatbelts and become historians, geographers, artists and scientists and along the way, we'll develop our international mindedness as we travel far and wide.



#### Feel the Force (Science)

3 weeks

*Science, Design, Technology and  
innovation, International*

We will be learning about forces and how they push and pull us along. We will need to be scientists to investigate different kinds of forces and learn how to measure them. Without forces nothing on Earth or in the wider Universe would start moving or once started they wouldn't stop! How do we know forces are always in action? What can we see and feel that shows us forces are at work?

### Term 2



#### Scavengers and Settlers

6 weeks

*History, PE, Art, Health and  
Well-being, Geography,  
International*

We will be learning about how historians find out about the past civilisations and what clues we can uncover about the people that lived during different eras from the evidence that has been left behind. We will be historians and explore how early humans adapted and developed new skills in order to survive, as well as exploring the different settlements they created long ago. We will



#### How Humans Work

6 weeks

*Science, Health and Well-being,  
PE, International*

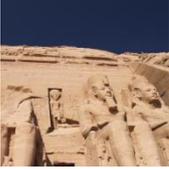
We will be learning about the different functions of the human body, including how we see, hear, digest, breathe and move. We will also investigate how to maintain a healthy lifestyle, and the effects of diet and exercise on the body.

We will need to be scientists, nutritionists and sports instructors in order to gain a deep understanding of how humans

	also be finding out about our ancestors, who they were and what they did during three key eras: the Stone Age, Bronze Age and Iron Age. Are our ancestors different to the people that live today? What is similar/different about our lives and the lives of the earliest humans?	work. Have you ever considered how your body works?  And what does it really mean to be healthy?	
--	--	--	--

<b>Term 3</b>	 <p><b>Vanishing Rainforests</b> 9 weeks <i>Geography, Science, Art, Design, Technology and Innovation, International, Music, PE, Computing</i></p> <p>In Vanishing Rainforests, we will be learning about how diverse, wonderful and unique our rainforests are as well as what we need to do to ensure their survival. Did you know that rainforests once covered 14% of our world's surface? Now sadly they cover between 3-4% of the world. Why are they vanishing? During the unit, you will need to be geographers, scientists including being botanists who explore the plant world to find out the answers to critical real-life problems. If we don't act soon it could be too late!</p>	 <p><b>Let's Plant it!</b> 3 weeks <i>Science, Design, Technology and Innovation, Geography, Health and Well-being, International</i></p> <p>In this unit we will need to be 'botanists', a special kind of scientist who studies plants. We will be learning all about plants and how they grow. Plants live all over the world and without plants humans and animals would not be able to live.</p>	 <p><b>What's on the menu?</b> 6 weeks <i>Geography, International, Health and well-being, Design, Technology and Innovation, Science,</i> <b>(This to be a condensed unit to cover the Cooking and Nutrition element of the NC)</b></p> <p>Food is essential. It gives us energy for life – but how much do we know about how food is produced and prepared? How is it packaged and how far does it travel before reaching our plates? What about food waste? What food is healthy for us and for our planet? Let's investigate!</p>
---------------	--	--	--

## YEAR 4

<b>Term 1</b>	 <p><b>Brainwave: Metacognition</b> 3 weeks <i>Art, Health and Well-being, PE, International</i></p> <p>Do you remember learning about the brain? We are going to find out more about how our brain and memory work to help us learn. This three week unit is all about metacognition! It will help us with</p>	 <p><b>Temples, Tombs and Treasures</b> 6 weeks <i>History, Art, Music, International</i></p> <p>The people who helped create the first great civilisations were not unlike you and me. Today we can learn a lot about these people and their way of life through the things</p>	 <p><b>Making Waves (Science)</b> 3 weeks <i>Science, International, Health and Well-being, Music</i></p> <p>Sound and light are all around us – from the sound of thunder and the flash of lightning in a storm, to a mobile phone ringing and flashing when someone calls us. We are surrounded by lights and sounds.</p>
---------------	--	---	--

	<p>all our future learning and actually make us better learners!</p>	<p>they left behind- from everyday objects to magnificent and rare treasures.</p> <p>We will be learning about who the first Ancient civilisations were, where they settled in the world and why they chose that particular place. We will look at how these civilisations grew rapidly and lasted for thousands of years. We will explore what their family life was like, how they communicated their life, their religion, traditions and beliefs, who ruled these civilisations, their tombs- how they were built, why they were built and the process of making a mummy! We will investigate the treasures and paintings left behind in these tombs and how this can tell us about life in the past. We will look at their stories and retell these stories with music and compare life in the past to life today. We will need to be historians, artists, geographers and musicians.</p> <p>What was it like to live in Ancient Egypt or Ancient Sumer? Would you like a time machine to go back and visit the past?</p>	<p>But what is sound? How are sounds made? How do we see and hear? And why do we see lightning before we hear the thunder? We will need to be scientists, musicians and designers to find out all about light and sound waves!</p>
<p><b>Term 2</b></p>	 <p><b>Island Life</b> 6 weeks <i>Geography, History, Art, International, Music, PE</i> <b>(start with UK and local area inc UK cities and countries)</b></p> <p>Geographers and explorers estimate that there are over one million islands on earth! In this unit, we will be learning about the islands of the world, how they are formed, what life is like on some islands, as well as some of the threats to people's lives and their unique cultures. We will explore how islands range hugely in shape, size, location and climate but that they are all surrounded by water. We will need to be geographers and cartographers as well as artists and musicians. As almost one in ten</p>	 <p><b>Land, Sea and Sky</b> 6 weeks <i>Geography, Science, International</i></p> <p>In this unit we will be learning about plants and animals, and how they can adapt to living almost anywhere on Earth. Our planet has a number of different habitats, each with their unique climate and geology. As geographers, in this unit, we will find out about how water, soil and rock can change the environment or be changed by natural forces such as water. We will need to be scientists to examine how different organisms have adapted to survive on land, in the sea and in the sky. In International we will be looking at what we can do to help in</p>	

	<p>people on earth live on an island, let's explore what some islands are like across the globe! Can you imagine what life would be like to live on a small island?</p>	<p>preserving living things. In this unit we will ask exciting questions such as: How do plants and animals adapt to water habitats? How do animals and plants depend on each other for survival and how can human actions support or upset this delicate balance?</p>	
<p><b>Term 3</b></p>	 <p><b>They made a difference</b> 6 weeks History, International, Art, Music <b>(Local History Week)</b></p> <p>Some people have made such a big difference in the world that their impact on our lives can still be felt today. In this unit we will be learning about people from various walks of life that their ideas or achievements have singled them out from others. Some of them are more famous and recognised than others, but do you think you need to be famous to have an impact on and change the world? What could we do to make a difference? Let's find out!</p>	 <p><b>Bright Sparks</b> 3 weeks Science, Design, Technology and Innovation, Geography, International, Health and Well-being</p> <p>We will be learning about electricity and its importance on our daily lives. Can you imagine how your life would be without electricity? As scientists we will investigate how electricity flows through wires and how switches work. Do you know that there are materials that don't allow electricity to pass through them? We will also find out how electricity is produced in our countries and explore ways to save electricity.</p>	 <p><b>Shake it!</b> 3 weeks Science, International, Design, Technology and Innovation, Health and well-being</p> <p>We will be learning about solids, liquids and gases and how things can change state. We will need to be scientists to investigate the chemistry of some cooking and preparation processes. We will use our knowledge to make butter, cheese, and milkshakes. What has cooking got to do with science? Do you have any idea of how to make butter?</p>