

Year 3/4 Spring 1



Our Cool World

Children will be learning about Antarctica, its habitats and wildlife whilst using the theme to explore Art, DT and ICT topics

Grange View C.E
First School



KUW— Knowledge based objectives Science—

That the life processes common to humans and other animals include nutrition

To make comparisons between life processes in familiar animals and plants and the environments in which they are found

That some materials are better thermal insulators than others

That temperature is a measure of how hot and cold things are

To understand and explain food chains

Geography -
To use appropriate geographical vocabulary

To use atlases and globes, and maps and plans at a range of scales

To identify and describe what places are like

The location of places and environments they study and other significant places and environments

To explain why places are like they are

RE— See separate planning

KUW— Skills based objectives to focus on:

Science—

Measuring and recording

-Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Geography - Map knowledge

Year 3:

- Locate the UK on a variety of different scale maps

Year 4:

- Locate Europe on a large scale map or globe,
- Name and locate countries in Europe (including Russia) and their capitals cities

Gather information (within ICT and forest school)

- Use a database to present findings

ONGOING—MUSIC learning to play the recorders. Also e safety and Frozen Planet episodes

Week 1 (4 days) Local study linked to Historic England project

Week 2 and 3

Literacy - Stories with imaginary settings (2 weeks)

ICT—How does a database work?

Geography—What is it like to live in different places around the world?

Science—What is a food chain?

Week 3 and 4

ICT—How could a database be used for sorting animals?

Science—What materials keep things warm?

Carousel 1: DT: How can we follow a recipe to make soup?

Literacy - Explanation texts (2 weeks)

ICT—How can we make a database?

Science—How do food chains differ in different climates and habitats?

Carousel 2: DT: What tools and techniques can be used to create an insulated mug?

Week 5 and 6

ICT— Why is a database useful?

Geography— What are the effects of climate in the polar regions?

Carousel 3: Art What design and techniques can be used to create a fridge magnet?

Tuesday 9th Feb: Safer Internet Day

Literacy - Creating Images—Creative poetry (1 week)

ICT— What other databases do you know?

Carousel 4: DT—What pop up techniques are you going to use for your story?

Art: What painting techniques can be used for your magnet?

DT—How effective were your pop up mechanisms?

Mathematical Development

Number - multiplication and division

Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Multiply two digit and three digit numbers by a one digit number using formal written layout

Measurement—Length, perimeter and area

Measure, compare, add and subtract: lengths (m/cm/mm).

Measure the perimeter of simple 2D shapes. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Fractions

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

Fridays fluency: To develop times table fluency

FOREST SCHOOL—Including thrive opportunities

Science—what is the purpose of a thermometer?

Science—what is a conductor and insulator?

Science—What food chains are evident in the forest and pond area?

Science—What is a food source for animals?

Science—How can habitats be adapted to suit butterflies?

Creative Development

Art -

To use painting techniques to decorate their fridge magnets

To use salt dough as a different medium to create a sculptured art.

DT -

To learn pop up techniques to create a pop up story book

To use scientific knowledge to design, create and evaluated an insulated mug.

To follow a recipe to prepare a seasonal dish

Music -

To follow a steady beat

To know the value of the different length bars on the instrument

To learn and perform a given tune on the steel pan drums

To understand the meaning of staccato

Physical Development

Gymnastics - Unit M VS Year 3—Symmetry / Asymmetry

To understand and identify symmetry and asymmetry

To move and balance showing specific planned shapes and variations in speed and level

To adapt and transfer learned skills onto appropriate apparatus

Dance - Creative dance movements to music (Dance Showcase)

To move in time to the music

To respond to different speeds and tempos in the music

Communication Language and Literacy

Narrative writing—reading, acting out, studying and then writing stories with imaginary settings

Using visualisation to plan, write and structure creative and shape poetry **Big writing**—working on target : Choice of vocabulary: adverbs and adjectives to add interest to writing. Using topic work as focus

SPAG—Fronted adverbials and use of commas after fronted adverbials

ICT-

How to create, sort and classify animals using a database

How to create, sort and classify using closed questions in a branching database

How to change the font, style, size and colour of text to suit a purpose

MFL-

To listen carefully and identify familiar words in a French traditional tale

To use knowledge of vocabulary to sort, identify and retell the traditional tale in French

Mastery opportunities for Literacy:

-To write a cool world story using knowledge of cool world habitats

- To write an explanation of global warming and the dangers

- To create a poster to promote internet safety

-To design and evaluate their pop up books

-To use descriptive language to describe their soup recipe

-To use talk for writing language to predict, reason and explain

insulator material investigations

- to write persuasively to protect the planet and save the Polar Bears

Mastery opportunities for maths:

-To read a thermometers in Forest school and Science investigations

-To plot temperatures on a line graph

-Map reading: looking at coordinates within local study

-Chronologically ordering numbers in ordinance survey map work

-Knowledge of angles for making pop up books

-Weighing and measuring ingredients when making soup

-To represent database information in different charts

PSED—Living in the Wider World

Year 3— To learn about our roles and responsibilities in society and the laws and our rights. We are also learning to manage money effectively.

Year 4—To learn about managing money, rules and acceptable behaviour in society and how our actions can have an impact on our environment and

Discrete Learning

RE: What did Jesus think about God?

To describe God using key vocabulary and learn about God through the parables of Jesus.

Safety : Y3: Things for sale

French - All about me

Key
Outside environment
Multiculturalism
Arts



