

Year 3/4 Spring 1



Green Grangers

Children will be learning about Rainforests, 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—

Make systematic observations and measurements, make a fair test
Investigate the effect of temperature and light on plant growth
To learn about pollination
To learn about the different plants and animals found in different habitats
Construct a circuit incorporating a battery, switch and electrical device
Understand that micro-organisms may be harmful
To use food chains to show feeding relationships in a habitat.

Geography -

To use atlases and globes
Find locations of places and environments
To describe where places are
To know the location of environments
To recognise human processes and explain how they can cause changes in environments
Explore an environmental issue
RE— See separate planning

KUW— Skills based objectives to focus on:

Geography - Gather information:

- Ask geographical questions
- Use appropriate Terminology

Science— Concluding

- identify differences, similarities or changes related to simple scientific ideas and processes -report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use straightforward scientific evidence to answer questions or to support their findings

Communication Language and Literacy persuasive texts—reading, studying and then writing own persuasive texts

Big writing—working on target : To sequence and structure information.
SPAG LESSON : Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)

ICT- Comic life and podcasting

To present what they know about Rainforests using Comic Life:
Selecting pictures, uploading images, and adding internet researched facts into comic life.

To use an audio app to create music, sound clips and transitions for a pod cast.

MFL- Notre Monde (our world)

To listen carefully and identify familiar words in French
To use knowledge of vocabulary to sort, identify and describe places and their weather / continent.

Mastery opportunities for Literacy:

- To write a rainforest story using knowledge of settings and habitats
- To create a poster to prevent deforestation
- To design and evaluate their science experiments
- To use descriptive language to describe their rainforest food web for the podcast
- To use talk for writing language to predict, reason and explain investigations
- to write persuasively to protect the rainforest
- to explain the link global warming has with the rainforests

ONGOING MUSIC learning to play the djembe drums

Week 1 and 2

Literacy - Persuasive texts (4 weeks)

ICT— How can we use ICT to present information?

Science/Geog—What are different rainforests like around the world?

Science—How does light effect the growth of seedlings?

FAIRTRADE FORTNIGHT 25th Feb—10th March

ICT— How can we use the internet to help us research the facts for our comic?

Science— What is pollination and how does it happen?

Science— How can we use a circuit to create our own fireflies?

Thursday 7th March—World Book Day

Week 3 and 4

ICT— How could we collect our own information for a rainforest comic?

Science—What dangers are there in the rainforest?

Science/ Geog—How do monkeys and apes differ in different habitats?

Sunday 14th March—Mothers Day

Friday 19th March—Red Nose Day

ICT— What is a podcast?

Science—How does a rainforest food web compare to the arctic?

Geography/ Art— How do aerial view photographs highlight deforestation?

DT / Art— How can we create a pop up card?

Tuesday 19th March—Dance Showcase

Thursday 21st March—Pop UK Easter performance

Week 5 and 6

Literacy—Literacy shed—ride of passage (2 weeks)

ICT— How can you use expression to make your script interesting to podcast?

Geography—How are the rainforests being destructed?

Art— How can we use art materials to recreate extinct animals?

Geography/ Art— How does the rainforest produce useful products for us?

Geog / Science— How does the removal of these products effect the worlds environment?

PSHE/Geog—How could money be raised to save the rainforests?

Mathematical Development

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 and decimals

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

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Recognise and show, using diagrams, equivalent fractions

Add and subtract fractions with the same denominator within one whole.

Compare and order unit fractions, and fractions with the same denominators.

Solve problems that involve all of the above

Fraturdays fluency: To develop times table fluency

FOREST SCHOOL—Including thrive opportunities

To use data loggers to investigate habitat factors

To make suitable shelters

To create posters to conserve the forest

To investigate the outdoor area using aerial photos

Creative Development

Art -

To collect visual information to help develop ideas

Combine visual qualities of materials and match them to the purpose of the work

Compare approaches to their own and others' work

To question and make observations for starting points for their work

DT -

To generate ideas for products

To measure, mark out, cut a range of materials and assemble and combine components and materials

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 recorders

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

Mastery opportunities for maths:

- To use rulers accurately to measure heights of the plant growth
- to read and compare number values for light on data loggers
- Knowledge of angles for making pop up cards
- to look for patterns in nature when studying aerial pictures of deforestation
- To total money for their rainforest saving project

PSHE

To understand money, savings and loans for later life.

To consider the environment and what sustainability means.

To understand that some information in the media can be misleading and how to judge that.

Discrete Learning

French - Quel temps fait-il?

PSHE - Living in the Wider World

RE: 3.4 Easter—Why do Christians celebrate a sad day?

Esafety / digital literacy: Y4 The Key to keywords

Key

Outside environment

Multiculturalism

Arts



