

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 ukulele (Y4)Also e safety and Frozen Planet episodes

Week 1 and 2

Literacy - Narrative—Dialogue (3 weeks)

ICT—How does a database work?

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

Science—What is the purpose of a thermometer?

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

Geography— What are the similarities and differences between different locations?

Science—What is a food chain?

Week 3 and 4

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

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

Science—What materials keep things cool?

Literacy - Explanation texts (3 weeks)

ICT—What are the main techniques for fast, effective typing?

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

Science—What materials keep things warm?

Week 5, 6 and 7

ICT— How can the shift keys be used to add capitals and punctuation?

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

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

Tuesday 7th Feb: Safer Internet Day

ICT— How could you alter the style, colour and size of the font and text box?

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

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

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

Science—What is a food source for animals?

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

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 ukelele

To understand the meaning of chords

PSED—Health and Wellbeing (Jigsaw)

Y3: Dreams and goals

- To give examples of people who have faces challenges and overcome them

- To identify a dream that is important

- To face and overcome new learning challenges

- To be motivated and enthusiastic about new challenges

- To recognise obstacles and take steps to overcome them

- To evaluate own learning process and identify ways to improve

Y4: Dreams and goals

- To share hopes and dreams

- To know how to deal with disappointment

- To reflect on happy and positive experiences to counterbalance disappointment

- To make new plans and set new goals following a set back

- To work out the steps to achieve a goal as a group

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 ordnance 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

Arts specific learning (Y3):

*DT: Technical knowledge -
Complex structures
To design, make and evaluate*

Physical Development

WEDNESDAY am

Newcastle Foundation: Gymnastics

To develop flexibility, strength, technique, control and balance.

To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

WEDNESDAY pm - SWIMMING

Key

Outside environment

Multiculturalism

Arts



Communication Language and Literacy

Narrative writing—reading, acting out, studying and then writing stories with imaginary settings focused on dialogue
Using scientific knowledge to write explanation texts

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- French (Weather)

COMMUNICATION

Describing the weather

Saying the date

Saying the temperature

(plus and minus)

GRAMMAR

«Il fait...»

VOCABULARY

Weather

Months

Days of the week

Seasons

CULTURE

Weather in France

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

