

Year 3/4 Spring 2



Wonderful Waterworld

Children will be learning about rivers, its features and effects on landscape whilst using the theme to explore other subject topics

Grange View C.E
First School



KUW

OUR SCIENTIST SPINE IS:

Wilhelm Roentgen (x ray physicist)

Science-

To ask questions that can be investigated scientifically and decide how to find answers
To conduct a fair test
To make systematic observations and measurements

Geography -

To use geographical vocabulary
To recognise physical and human processes
To study water and the effects on landscape, including the physical features of rivers
To carry out fieldwork investigations outside of the classroom

History -

To identify and describe reasons for, and results for, historical events
To ask and answer questions.

RE- See separate planning (How do festivals and worship show what happens to Jewish people?)

KUW— **Skills based objectives to focus on:**

Science—

Plants and animals (including humans)
Identify that humans and some animals have muscles and skeleton and identify the purpose

Geography—

Humans and Physical Geography
Begin to describe their understanding of key aspects of physical geography, including: climate zones, rivers, mountains and the water cycle.

Gather information

Observational: use fieldwork to observe, measure, record findings and present the human and physical features in the local area, e.g. river trip.

Use appropriate terminology.
Audio and visual: use digital technologies to measure, record and present fieldwork observations, e.g. use a camera independently.

Sketching: sketch an annotated drawing from observation of the human and physical features in the local area. Include explanation labels and indicate direction.
Draw a sketch map from a high viewpoint.

History -

Cause and Consequence
Identify and give reasons for historical events, situations and changes.
Identify some of the results of historical events, situations and changes.

Literacy Narrative : Setting (2 weeks)

Week 1 and 2

ICT—How can data be used to answer questions?

Geography—How can site conditions influence the weather?

Science—What is a skeleton?

ICT—How can data be collected automatically?

Geography —How do rivers erode and change the landscape?

Science— What are the skeleton bones called?

Literacy NF: Explanations (2 weeks)

Week 3 and 4

ICT - How do sensors work?

RIVER VISIT:

Geography—How can fieldwork techniques help us learn about rivers?

Science— What are the differences in animal skeletons?

ICT - How can we analyse data?

Geog—How do meanders and other features appear in the Amazon?

Science—What does a muscle do?

Week 5

ICT— What data do we need to answer questions?

Art—How can watercolour mixing create river art?

Science— What are the features of a fair test?

History / DT —How do water mills work and what are they used for?

OUR ARTIST SPINE IS: Claude Monet

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 : Charanga Unit : (Y3)

To read, follow and perform music on a stave

To build and create appropriate sounds and dynamics with their voice

To follow a steady beat to perform and create rhythms

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

Fridays fluency: To develop times table fluency and recap skills

MFL—French—Portraits

Making simple statements (about appearance)

Giving a simple description of my self

Arts specific learning (Y3):

Art: To improve their mastery of techniques including drawing, painting and sculpture with a range of materials eg: pencil, charcoal, paint and clay.

KS1 techniques to master: **colour, pattern, texture, line, shape, form and space.**

PSED—How will we grow and change? (Y4 unit)

- about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams
- how puberty can affect emotions and feelings
- how personal hygiene routines change during puberty
- how to ask for advice and support about growing and changing and puberty

Physical Development
Monday (Y3 and Y4)

Gymnastics:
NUFC

WEDNESDAY pm -
Swimming

Key
Outside environment
Multiculturalism
Arts



Communication Language and Literacy

Narrative: Setting —Hook text: The River Singers

NF: Explanations: Hook text: Rivers: An incredible journey from source to sea

ICT- Y4 Unit (Data Logging)

To explain that data gathered over time can be used to answer questions

To use a digital device to collect data automatically

To explain that a data logger collects 'data points' from sensors over time

To recognise how a computer can help us analyse data

To identify the data needed to answer questions

To use data from sensors to answer questions