Year 3/4 Spring 1

# Our Cool World

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

Grange View C.E First School

**KUW— Knowledge based objectives**
**Scientist focus:** Daniel Fahrenheit
**(Temperature physicist)**

**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 - Unit 2.8 What does it mean to be a Hindu in Britain today?**
See separate planning

**Communication Language and Literacy**
**Narrative: Dialogue**
To explore a range of different forms of punctuating and using dialogue to enhance narrative writing
**NF: argument and discussions**
Reading, studying and then writing own discussion texts and describing both sides for a balanced argument.
**Speaking and listening:** to learn, recite and perform lines for the Christmas play with confidence, clarity and expression.

**ICT—Creating media—desktop publishing. (Y3: IT)**
- select, use and combine software on a range of devices to design and create a range of program, systems and content that accomplish given goals
-evaluating and presenting data *information

Digital Literacy: Online bullying

ONGOING—E safety and Frozen Planet episodes

**Week 1 and 2**
**Literacy - Narrative—Dialogue (3 weeks)**
ICT—How can words and pictures be combined?
Geography—What is it like to live in different places around the world?
Science—What is the purpose of a thermometer?

ICT—Can you edit it?
Geography— What are the similarities and differences between different locations?
Science—What materials keep things cool?

**Week 3 and 4**
ICT—What is a template?
*Carousel 1:* DT: How can we follow a recipe to make soup?
Science—What materials keep things warm?

**Literacy - Discussion texts (3 weeks)**
ICT—Which would be the best locations for text and images?
*Carousel 2:* DT: What tools and techniques can be used to create an insulated mug?
Science—What is a food chain?

ICT— How would you like to lay your work out?
*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?

ICT— Why desktop publishing?
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?
**Tuesday 11th Feb: Safer Internet Day**

ICT— How could you use desktop publishing to present about internet safety?
Art: What painting techniques can be used for your magnet?
Science—What is a food source for animals?

**Creative Development**
**Art: Van Gogh—Starry Night over the Rhone**

**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

**Specific DT skills:**
- Investigate similar products to the one to be made to give starting points for a design.
- Draw/sketch products to help analyse and understand how products are made.
- Plan a sequence of actions to make a product.
- Record the plan by labelled sketches or writing.
- When planning explain their choice of materials and components including function and aesthetics.
- Think ahead about the order of their work and decide upon tools and materials.
- Develop more than one design or adaptation of an initial design.
- Propose realistic suggestions as to how they can achieve their design ideas.
- When planning explain their choice of materials and components including function and aesthetics.

**Numeracy**
**Year 3:**
**Will be learning about multiplication and division**
Multiples of 10 and related calculations
Multiply a 2 digit number by a 1 digit number
Divide a 2 digit number by a 1 digit umber
Scaling
**As well as length and perimeter:**
Measures in meters, centimetres and millimetres
Equivalent and comparison of lengths
adding and subtracting lengths
Exploring perimeter

**Year 4:**
**Will be learning about multiplication and division**
Factor pairs
Multiplying / dividing by 10 or 100
Related facts and informal written methods
Multiplying/ dividing a 2 or 3 digit number by a 1 digit
Efficient multiplication
**As well as length and perimeter:**
Measures in kilometres, meters and equivalence
Perimeter of a grid, rectangle or rectilinear shapes
Find missing lengths in rectilinear shapes
Perimeter of regular and irregular polygons

**MFL—French—' Animals**

Be able to say 'I am ....' plus an animal.

Match sound to animal picture / word / phrase

***The Arts: DT***
Technical knowledge: complex structures.
To design, make and evaluate

**PSED—What are families like?**
*Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9*
- how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
- how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
- how people within families should care for each other and the different ways they demonstrate this
- how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

**Physical Development**

**TUESDAY am**
**Newcastle Foundation: Multi skills**

**WEDNESDAY pm - Complete PE**
**Gymnastics—bridges**

**Key**
**Outside environment**
**Multiculturalism**
**Arts**