|  |  |
| --- | --- |
| Topic Title – It’s Alive | STEM**What do you know about living and non-living things? –**Children recall prior knowledge to photograph and sort living things from non- living things and discuss the difficulties in identifying living from non-living. **What is the difference between living, once living and a product of a living thing? -**children explore the link between living, once living and products of living things and create class definitions. Children investigate stations set up with various items to classify into one of the categories. **What are living things? What characteristics do they have in common? –** Children investigate the similarities and differences between a selected plant and animal. As a class, identify seven characteristics that all living things share and explore this further with the aid of QR codes linked to videos.**What are the observable features of plants? How can plants be grouped? How are plants the same and different to each other? –** Children act as botanists and explore the classification of plant leaves as a class, identifying appropriate questions to assist in developing a classification key. Children then collect leaves and create their own classification key.**What are the observable features of animals? How can animals be grouped? How are animals different from each other? –** Children act as biologists and attempt to sort animal cards into smaller categories according to features. Children are exposed to the classification system according to the kingdom, phylum, class, order, family, genus and species and further explore the characteristics of the phylum of vertebrates including the classes of bird, mammal, fish, amphibian and reptile.**STEM PROJECT - design, make, evaluate, technical knowledge****Vocabulary -** living, non-living, once-living, product of a living thing, alive, plant, animal, insect, fish, mammal, bird, reptile, amphibian, backbone, vertebrate, invertebrate, classification, feature, structure |
| SummerCycle B Topic 4Year 3/4 |

|  |  |
| --- | --- |
| Maths | English |
| **White Rose Maths Scheme****Bold are Y4 objectives**Measures – LengthMeasure, 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**Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units.**Convert between different units of measure eg kilometre to metre**TimeTell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks.**Read, write & convert time between analogue and digital 12 and 24 hour clocks.**Estimate and read time with increasing accuracy to the nearest minute.Record and compare time in terms of seconds, minutes and hours.Convert between different units of measure eg hour to minute.Use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight.Know the number of seconds in a minute and the number of days in each month, year and leap year.Compare durations of events (for example to calculate the time taken by particular events ortasks). **Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days**GeometryRecognise angles as a property of shape or a description of a turn.Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn;identify whether angles are greater than or less than a right angle.**Identify acute and obtuse angles and compare and order angles up to two right angles by size.**Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.**Identify lines of symmetry in 2D shapes presented in different orientations.****Complete an simple symmetric figure with respect to a specific line of symmetry**.Draw 2-D shapes**Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.**Make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe themMeasures: volume andcapacity (Y3)Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml).**Co-ordinates (Y4)****Describe positions on a 2D grid as coordinates in the first quadrant.****Describe movements between positions as translations of a given unit to the left/ right and up/down.****Plot specified points and draw sides to complete a given polygon.**StatisticsInterpret and present data using bar charts, pictograms and tables.**Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.**Solve one-step and twostep questions (for example, ‘How many more?’ and ‘How many fewer?’) using information presented in scaled bar charts and pictograms and tables.**Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and****other graphs** | **Spelling****Year 3**Set 1: Words ending in 'ly', Set 2: Words ending in 'sure' and 'ture', Set 3: Words ending in 'sion' as /zhun/,Set 4: Words ending in 'ous', Set 5: Words ending in 'ous', Set 6: Words ending in 'tion' and ‘cian’, Set 7: Words ending in ‘ssion’ as /shun/, Set 8: Words ending in ‘ssion’ and ‘sion’ as /shun/, Set 9: Words containing ‘ch’ as /k/, Set 10: Revision**Year 4**Set 1: Word list 6, Set 2: Word list 7, Set 3: Words containing 'sion' as /zhun/, Set 4: Words ending in ‘ous’, Set 5: Words ending in ‘ation’, Set 6: Words ending in ‘tion’, Set 7: Words ending with ‘ssion’ as /shun/, Set 8: Words ending with ‘ssion’ and ‘sion’ as /shun/, Set 9: Homophones 3, Set 10: Word list 8, Set 11: Revision**Reading** develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books, showing understanding through intonation, tone, volume and action, discussing words and phrases that capture the reader’s interest and imagination, recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, identifying main ideas drawn from more than one paragraph and summarising these, identifying how language, structure, and presentation contribute to meaning, retrieve and record information from non-fiction, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Twice weekly guided reading, once weekly individual reading, Silent sustained reading daily. Links to topic if appropriate.**Writing**plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas, draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices, evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, proof-read for spelling and punctuation errors, read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.Use film and video clips about animals as a stimulus for writing including Penguins – weather reportsLions – descriptions of settings and animals/ The butterfly lion by Michael LorporgoJourney of a whale- diary entriesBirds- factual writing on migrationInsects – descriptive writing and poetryPets – instructions / persuasive writing**Grammar**extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, using the present perfect form of verbs in contrast to the past tense, choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition, using conjunctions, adverbs and prepositions to express time and cause, using fronted adverbialsthe perfect form of verbs – It has rained all week, I have packed my suitcasesuffixes ment, ness, er, ship, ationsingular and pluralsdeterminerspossessive pronouns |

|  |  |  |
| --- | --- | --- |
| Science | Geography | History |
| **Working scientifically*** asking relevant questions and using different types of scientific enquiries to answer them
* setting up simple practical enquiries, comparative and fair tests
* making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
* gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
* recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
* reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
* using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
* identifying differences, similarities or changes related to simple scientific ideas and processes
* using straightforward scientific evidence to answer questions or to support their findings.

**Animals including humans Y3** identify that humans and some other animals have skeletons and muscles for support, protection and movement.**Vocabulary –** *skeleton, bones. Muscles, support, protect, move, skull, ribs, spine, joints***Living things and their habitats**recognise that living things can be grouped in a variety of ways explore and use classification keys to help group,identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things.**Vocabulary –** *classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate***Animals including humans Y4**identify the different types of teeth in humans and their simple functionsconstruct and interpret a variety of food chains, identifying producers, predators and prey.**Vocabulary –** *teeth, incisor, canine, molar, premolar, herbivore, carnivore, omnivore, producer, predator, prey, food chain* | **Locational Knowledge**Locate the World’s countries, identify the position and significance of the equatorAnimals Around the WorldLook on a World map to locate the countries / seas of the animals we are learning about. Learn about the climate, weather of the country.**Skills and Field work**Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied |  |

|  |  |  |
| --- | --- | --- |
| Art and Design | Design and Technology | Music |
| **Using Sketch books**Represent animals in different ways eg sketching, review andRevisit**Drawing, Painting and Sculpture**Learn techniques for under water, camouflage and patterns, creating an imaginary insect dioramas of different settings and habitatsLarge picture of a lion which each child contributes a section to.**Study of great artists**‘The Tiger’ by Henri Rousseau |  | **Charanga- Glockenspiel unit 1****play and perform** in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression **improvise and compose** music for a range of purposes using the inter-related dimensions of music  **listen with attention to detail** and recall sounds with increasing aural memory**use and understand** staff and other musical notations |

|  |  |  |
| --- | --- | --- |
| Languages | Physical Education | Outdoor Learning |
| French**Holidays and Hobbies/Where in the World?****Speaking and listening*** listen and respond to simple instructions
* listen and respond verbally to every day phrases
* name and describe people, a place and an object
* have a short conversation, saying 3 to 4 things
* give response using a short phrase
* start to speak, using a full sentence
* listen to and join in with a simple song

**Reading** * read and understand a short passage using familiar language
* explain the main points in a short passage
* read a passage independently
* use a bilingual dictionary or glossary to look up new words

**Writing*** write phrases from memory
* write 2-3 short sentences on a familiar topic
* write what they like/dislike about a familiar topic
 | **Tri-Golf** * take part in outdoor and adventurous activity challenges both individually and within a team
* play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

**BSP - George****Cricket*** use running, jumping, throwing and catching in isolation and in combination
* play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

**Fitness/****Orienteering*** take part in outdoor and adventurous activity challenges both individually and within a team
* compare their performances with previous ones and demonstrate improvement to achieve their personal best
 | Bird watchMake an insulated den – hibernationMake a nest |

|  |  |  |
| --- | --- | --- |
| PSHE/RSE | Religious Education | Computing |
| **Growing Up**Core themes: Health and Wellbeing/Relationships/Living in the Wider World. H9. Understanding that everyday hygiene routines can limit the spread of infection. H25. Identifying what contributes to who we are. H27. Recognising their individuality and personal qualities. H28. Identifying personal strengths, skills, achievements and interests. H30. Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. H31. Identifying the physical and emotional changes that happen when approaching/during puberty. H32. Identifying the importance of keeping clean and how to maintain personal hygiene. H33. Understanding the human life cycle. R22. Understanding privacy and personal boundaries. R26. Recognising what seeking and giving permission (consent) means. R29. Explaining where to get advice or report concerns if worried. L9: Learning about stereotypes.**Relationships**Core themes: Relationships. R1. Recognising that there are different types of relationships. R6. Recognising the different ways people care for each other. R7. Recognising and respecting that there are different family structures.R8. Recognising the characteristics of healthy family life. R10. Identifying the strategies to build positive friendships and how friendship can support wellbeing.R11. Identifying what constitutes a positive healthy friendship. R14. Comparing the difference between healthy/ unhealthy friendships. R16. Understanding the benefits of having different types of friends.R27. Recognising the risks associated with keeping a secret. | **What can we learn from religions about deciding what is right and wrong?**Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).Make connections between stories of temptation and why people can find it difficult to be good (A2).Give examples of ways in which some inspirational people have been guided by their religion (B1).Discuss their own and others’ ideas about how people decide right and wrong (C3). | **Data and Information**Branching Databases* select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Online Safety – ongoingAssemblies, PSHE, Safer Internet Day etc |