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| 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** |
| Year 3/4  Topic 4  Cycle B |



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| Maths | English |
| **Bold are Y4 objectives**  Measures – Length  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**  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**  Time  Tell 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 or  tasks). **Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days**  Geometry  Recognise 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 them  Measures: volume and  capacity (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.**  Statistics  Interpret 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 reports  Lions – descriptions of settings and animals/ The butterfly lion by Michael Lorporgo  Journey of a whale- diary entries  Birds- factual writing on migration  Insects – descriptive writing and poetry  Pets – 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 adverbials  the perfect form of verbs – It has rained all week, I have packed my suitcase  suffixes ment, ness, er, ship, ation  singular and plurals  determiners  possessive pronouns |

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| Science | Geography | History |
| Teeth and Eating  Animal skeletons | Animals Around the World  Look on a World map to locate the countries / seas of the animals we are learning about. Learn about the climate, weather of the country. |  |

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| Art and Design | Design and Technology | Music |
| Represent animals in different ways. Sketching, wax resist techniques for under water, camouflage and patterns, creating an imaginary insect dioramas of different settings |  | Glockenspiel unit 1 |

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| Languages | Physical Education | Outdoor Learning |
|  |  | Bird watch  Make an insulated den – hibernation  Make a nest |

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| PSHE/RSE | Religious Education | Computing/E-Safety |
| **Growing Up**  **H4** - That images in the media do not always reflect reality. **H5** - Celebrate our strengths/qualities. **H8** - About the kind of changes that happen in life and the associated feelings. **H12** - That simple hygiene routine can prevent the spread of bacteria. **H18** - About the changes that happen as they grow up. **H20** - The right to protect our bodies. **R4** - About differences and similarities between people, but understand everyone is equal. **R8** - About the difference between acceptable and unacceptable physical contact. **R13** - Knowing the names of the body parts. **R16** - Recognise and challenge stereotypes |  |  |