|  |  |
| --- | --- |
| Rumble in the Jungle | STEM  **The Cycle of Life**  **What is an ecosystem?** What is the Daintree Rainforest ecosystem? Children use their prior knowledge to explore what an ecosystem is through focusing on the Daintree Rainforest. Children answer questions about what kinds of living things might exist there, why they exist and how they might interact with each other.  **What is a producer, consumer and decomposer and why are they important to each other?** Children learn the definitions for producer, consumer and decomposer. Children sort living things into these categories using a pyramid and online game and also sort living things from the Daintree rainforest.  **What is the life cycle of a cassowary?** Children act as biologists and find out about the lifecycle of the cassowary and one other animal from the Daintree rainforest. They then compare the two lifecycles.  **What is the life cycle of the cassowary plum? How does the life cycle compare to that of an animal?** The children research the life cycle of the cassowary plum using the internet. Children present their life cycle by drawing it. They then discuss questions about the similarities and differences between plant and animal life cycles.  **STEM project**  Predator and Prey game – design and make a board game  A Home in a Tree – design and make a squirrel house  Trivia Quiz – based on producers, consumers and decomposers  Design and make a mini biodome |
| Year 3/4  Topic 3  Cycle A |



|  |  |
| --- | --- |
| Maths | English |
| Fractions and Decimals  Bold – Y4 not bold – Y3  Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.  Compare and order unit fractions, and fractions with the same denominators.  Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  **Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.**  Count up and down in tenths.  **Count up and down in hundredths.**  Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10  **Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.**  Recognise and show, using diagrams, equivalent fractions with small denominators.  **Recognise and show, using diagrams, families of common equivalent fractions.**  Add and subtract fractions with the same denominator within one whole.  **Add and subtract fractions with the same denominator.**  Solve problems that involve all of the above.  **Recognise and write decimal equivalents of any number of tenths or hundredths.**  **Recognise and write decimal equivalents to ¼, ½, ¾**  **Round decimals with one decimal place to the nearest whole number.**  **Compare numbers with the same number of decimal places up to two decimal places.**  **Solve simple measure and money problems involving fractions and decimals to two decimal places**  **Find the area of rectilinear shapes by counting squares (link to multiplication)**  Regular times table practise – Y3 x7, x9, Y4 All tables up to 12 x12 | **Spelling** use further prefixes and suffixes and understand how to add them, spell further homophones, spell words that are often misspelt, place the possessive apostrophe accurately in words with regular plurals, and in words with irregular pluralsSpellzoo scheme Y3 - 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' 1 Set 5: Words ending in 'ous' 2 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  Y4 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.  **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.  Writing a descriptive setting for the rainforest.  Writing a postcard from Australia (Daintree Rainforest)  Non chronological report about a rainforest  Poetry linked to the Rainforest  Descriptive writing about different animals, plants and insects in the rainforest  Persuasive writing about saving the Rainforest  **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  Recap on nouns, verbs, adjectives and adverbs  Apostrophes for possession (recap plural possession Y4) and contraction  Subordinate clauses, fronted adverbials  Hammer Grammar exercises |

|  |  |  |
| --- | --- | --- |
| Science | Geography | History |
| **Plants –** the children will  Tell you what the roots, stem or trunk, the leaves and the flowers of a plant do.  Tell you why different plants need different amounts of water, light and heat to grow and stay healthy.  Tell you how water is transported inside plants  Tell you about the lifecycle of a plant, including pollination, seed formation and seed disposal | Locate world’s countries focusing on Europe and Americas (locate rain forests on a world map)  Describe and understand climate |  |

|  |  |  |
| --- | --- | --- |
| Art and Design | Design and Technology | Music |
|  | Design, make and evaluate a non- fiction pop-up style book about the rainforest  Use research to look at and find out about children’s pop up books.  Develop technical skills and knowledge of different types of pop ups.  Design a short non-fiction pop up topic book for a child in Class 1.  Make the book using a variety of tools and materials.  Evaluate their work having demonstrated their books to younger children. | **Charanga – Derbyshire scheme**  **Lean on me**  The main unit song is Lean On Me.  Listen and Appraise other songs. Lean On Me by Bill Withers He Still Loves Me by Walter Williams and Beyoncé Shackles by Mary Mary Amazing Grace by Elvis Ode To Joy Symphony No 9 by Beethoven Lean On Me by The ACM Gospel Choir  instruments: Classroom instruments (glockenspiels) In the easy part, the notes used are: C, F and G In the medium part, the notes used are: G, F and E  Find the pulse, use your imagination  Rhythm Copy Back: Pitch Copy Back  vocal warm ups  Play Instruments with the Song: With or Without Notation  Improvise with the Song: using your voices and instruments  Compose |

|  |  |  |
| --- | --- | --- |
| Languages | Physical Education | Outdoor Learning |
| French  Greetings  Name  Numbers to 10  How old are you? | PE with BSP | Outdoor learning until Easter |

|  |  |  |
| --- | --- | --- |
| PSHE/RSE | Religious Education | Computing/E-Safety |
| **Being responsible - environment**  **Core Theme: Living in the Wider World:** L1, L2, L3, L4, L7, L8, L9  Learning L1 - Research, discuss and debate topical issues.  L2 - Identify why rules are needed in different situations.  L3, L4 - Understanding that there are human rights to protect everyone.  L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment.  L7 - Develop skills to carry out responsibilities.  L8 - Explore how to resolve differences and respect others’ points of view. | **What is the value and purpose of a sacred place?**  use religious vocabulary to identify and explain some features, symbolic objects, actions and sounds found in a church (mandir/ mosque/ gurdwara) and say how these help people worship  identify and explain symbolic actions in everyday life which express inner feelings  explain the meaning of worship for a believer  ask some thoughtful questions about why people choose to attend a church, mosque, mandir or gurdwara and suggest some possible answers  identify some differences in the way Christians worship in two denominations  describe Eucharist/Lord’s Supper/ Communion for Christians; puja for Hindus; Friday prayers for Muslims; or prayers in the gurdwara and say why it matters so much for believers  express their own ideas about the value of times of reflection, thanksgiving, praise; remembrance | **Wokingham Scheme**  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  Using I pads to record short video or podcast linked to STEM project |