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| 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 - Design. Make, Evaluate, Technical Knowledge**  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  **Vocabulary –** ecosystem, mutually beneficial, mutualism, Daintree Rainforest, producer, consumer, decomposer, life cycle, cassowary, cassowary plum, pollination, seed dispersal, egg, chick, subadult, adult, seed, seedling, tree, flower, fruit, endangered |
| Spring  Cycle A Topic 3  Year 3/4 |

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| Maths | English |
| **White Rose Maths Scheme**  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 |

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| 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.  **Plants**  * identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * investigate the way in which water is transported within plants * explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal   **Vocabulary –** *photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal, wind dispersal, animal dispersal, water dispersal* **Animals, including humans**  * construct and interpret a variety of food chains, identifying producers, predators and prey | **Locational Knowledge**  Locate world’s countries focusing on Europe and Americas (locate rain forests on a world map)  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,  **Place Knowledge**  understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America  We have studied Derbyshire – compare it to an area of the Rainforest in South America  **Human and Physical Geography**  Physical geography -Describe and climate zones – tropical rainforests  Human geography, including: types of settlement and land use  **Geographical skills and fieldwork**  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |  |

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| Art and Design | Design and Technology | Music |
|  | Design, make and evaluate a non- fiction pop-up style book about the rainforest.  Design a short non-fiction pop up topic book for a child in Class 1.  **Designing**  Use research to look at and find out about children’s pop-up books. Research different types of pop-up books. Draw annotated sketches and develop prototypes of different pop-ups.  **Making**  Make the book using a variety of tools and materials.  **Evaluating**  Evaluate their work having demonstrated their books to younger children. Consider the views of their peers and their audience  **Technical Knowledge**  Develop technical skills and knowledge of different types of pop ups. Eg using paper mechanical systems. | **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  **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** **appreciate and understand** a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  **develop an understanding of the history of music.** |

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| Languages | Physical Education | Outdoor Learning |
| French  **Food Glorious Food**  **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 | **BSP - George**  **Sportshall Athletics**   * develop flexibility, strength, technique, control and balance * use running, jumping, throwing and catching in isolation and in combination   **Gymnastics**   * develop flexibility, strength, technique, control and balance * compare their performances with previous ones and demonstrate improvement to achieve their personal best * use running, jumping, throwing and catching in isolation and in combination   **BSP - George**  **Striking and fielding**  **Rounders**   * 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 | Forest Schools until Easter |

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| PSHE/RSE | Religious Education | Computing |
| **Being Responsible**  Core themes: Living in the Wider World    L1. Recognising reasons for rules and laws; consequences of not adhering to rules and laws.  L2. Recognising there are human rights, that are there to protect everyone.  L3. Understanding the relationship between rights and responsibilities.  L4. Identifying the importance of having compassion towards others. Explaining how to show care/concern.  L5. Identifying ways of protecting the environment in school and at home. Understanding how everyday choices can affect the environment. | **Why are Festivals important to religious communities?**  **(Easter Focus)**  Make connections between stories, symbols and  beliefs with what happens in at least two festivals  (A2).  Ask questions and give ideas about what matters  most to believers in festivals (e.g. Easter, Eid) (B2).  Identify similarities and differences in the way  festivals are celebrated within and between  religions (A3).  Explore and suggest ideas about what is worth  celebrating and remembering in religious  communities and in their own lives (C1) | **Programming A: (Y3)**  Sequencing Sounds   * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * 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   **Programming A: (Y4)**  Repetition in Shapes  Objectives as above  Online Safety – ongoing  Assemblies, PSHE, Safer Internet Day etc |