

Year group: 3/4

Topic Map: Ice Adventures

Term: Autumn 1

| Key Literacy Texts: | | Locality Links: | | Visits/experiences/hooks | | Significant people | | | | | |
|--|--|--|---|---|--|--|--|--|--|---|---|
| Shackleton's Journey by William Grill Ice Trap Ice Bear by Nicole Davies | | Human and physical features of Barton. Comparison with Svalbard. Hull as a port; including job roles. | | The Deep - March of the Penguins Hinduism Experience Day Walk to Water's Edge to map the shoreline | | Author of the term: David Walliams - Key text The Ice Monster Artist of the term: Simon Beck - Snow artist Musician of the term: Ravel Athlete of the term: Lizzy Yarnold | | | | | |
| Writing Outcomes: | | Links to the world of work: | | Key artefacts/resources: | | | | | | | |
| Kenning, poetry, recount, job application, diary entry, newspaper report, non-chronological report, explanation text, description | | History/Literacy: Job applications and interviews for The Endurance - link to Mission to Seafarers and potential jobs at sea today. PSHCE/Maths/DT: Explore different ways to spend/save money based on what they want/ need. Range of work & shift types | | Maps, atlases, globes, digital satellite imagery DT products to evaluate | | | | | | | |
| English | Reading | Maths | Science | History | Geography | Arts & DT | PE | PSHCE | Computing | RE | Music |
| <p>Poetry (Arctic Animal) Week 1 & 2 Tbat write a list poem Tbat write a kenning Tbat use a range of adjectives to create effect Tbat use noun phrases to describe Tbat use a simile Tbat use a metaphor Tbat use expanded noun phrases Tbat use a rhetorical questions effectively Shackleton's Journey Week 3 & 4 & 5 Tbat write a job application/goodbye note Tbat use adjectives to describe appropriately Tbat use rhetorical questions Tbat correctly punctuate rhetorical questions Tbat follow a structure to write a letter Tbat use nouns/pronouns to avoid repetition Tbat use emotive language to persuade Tbat lay out a letter correctly independently Tbat use informal language to write a letter to a family member Tbat write a diary entry Week 6 Tbat use a range of conjunctions Tbat use a range of sentence types Tbat write in the first person (I) Tbat write consistently in the past tense Tbat use causal conjunctions for effective Tbat use a range of emotive language Tbat write a newspaper report Week 7 & 8 Tbat use conjunctions to join two clauses Tbat use prepositional phrases to describe location/position Tbat use a range of powerful verbs for effect Tbat use a range of emotive language Tbat use a variety of sentence types Tbat begin to use paragraphs to organise information Tbat use a relative clause to create effect Tbat use paragraphs independently to structure a report March of the Penguins Week 9 & 10 Tbat write a non-chronological report Tbat use simple organisational devices (headings/subheadings) Tbat use paragraphs to structure writing Tbat use a range of conjunctions Tbat use apostrophes for possession Tbat use adverbials to express time and place Tbat use apostrophes for possession Tbat use nouns and pronouns to avoid repetition Tbat use apostrophes for singular and plural possession Tbat use causal conjunctions Tbat use commas to punctuate adverbials Tbat use commas to mark clauses Tbat write an explanation Week 11 & 12 Tbat use nouns and pronouns to avoid repetition Tbat use simple organisational devices (headings/subheadings) Tbat use paragraphs to structure writing Tbat use co-ordinating and subordinating conjunctions to express time, place and cause Tbat use causal conjunctions Tbat use commas to mark clauses Once upon a Snowstorm (Settings) Week 13 Tbat write prepositions Tbat write similes, metaphors, personification Tbat create a story map of the journey from the book</p> | <p>1 Retrieval Tbat retrieve and record information from fiction texts (David Walliams) Retrieval Tbat retrieve and record information from fiction (Class Novel) Inference Tbat infer character emotions feelings, thought and motives from their action (class novel) Prediction/Summary Tbat summarise information (no subheadings- chn to read paragraphs and create appropriate subheadings) Inference Tbat draw inferences such as inferring characters' feelings, thought and motives from their action (Shackleton Pack Ice) Inference Tbat retrieve and record information from non-fiction (arctic animals - riddles) Inference Tbat justify inferences with evidence (Shackleton character-match to jobs)</p> <p>2 Retrieval Tbat retrieve and record information from non-fiction texts (March of the penguins) Inference Tbat draw inferences such as inferring feelings, thought and motives from their action (March of the penguins-actions) Tbat justify inferences with evidence Black History month- Clive Sullivan Athlete of the term (Lizzy Yarnold) retrieval Once upon a Snowstorm- Prediction Tbat infer what might happen using information from an illustration</p> | <p>Read, write and order numbers Y3 numbers to 1000 Y4 Numbers to 10000 Counting and estimating Y4: Counting on in multiples, rounding Addition & Subtraction: Mental strategies Y3 counting & estimating Y4 3-digit numbers Subtracting Y3 1 and 2-digit numbers Y4 Doubling and Halving 2 digit numbers Multiplication and Division Y3: Multiplication facts, bar model division Y4: Scaling up and down Recognise, describe & make 2D and 3D shapes Y4 - Also properties of Triangles Counting and estimating Measure Area and perimeter Addition and subtraction Y3: bar model Y4: Column method up to 4 digits Addition and subtraction using bar model, number lines and columns All - PV Counters Multiplication Y3: doubling, halving & TU x U Y4: Grid method Division Y3: Bar Model Y4: Bus stop method Fractions Y3: of shape and numbers Y4 of amounts, equivalent fractions Time Y3: Roman Numerals Y4: Read & write time to five mins Statistics: pictograms and tables/recognise and draw fractions</p> | <p>Tbat describe different states of matter- solid, liquid, gases WS- Changes over time Tbat recognise water as a solid, liquid and a gas and note the changes when it is heated or cooled reversible/irreversible changes WS- Changes over time Thinking scientifically AT1 Investigation Which material would make the best arctic gloves/footwear? Insulation etc WS Patterns and relationships Thinking scientifically AT1 What will be the effect on the Arctic of Global Warming? Ice melting investigation WS- Changes over time Tbat describe the Water Cycle Evaporation, condensation, precipitation WS- Changes over time Tbat identify that animals including humans need the right types and amount of nutrition and that they cannot make their own food, they get nutrient from what they eat (compare diet of human to penguin) WS- Identifying and classifying Tbat construct and interpret a variety of food chains identifying producers, predators and prey (penguins) WS- Identifying and classifying Tbat identify that humans and some other animals have skeletons and muscles (humans v penguins/polar bear) WS Research secondary sources Tbat identify that humans and some other animals have skeletons and muscles for support, protection and movement WS Research secondary sources Tbat name some of the bones in the human body WS Research secondary sources Tbat name some of the muscles in the human body and describe how they work (push and pull experiment) WS Research secondary sources</p> | <p>Week 1 Tk key dates in chronological order related to Shackleton and Scott's expedition Develop knowledge of chronology - timeline Week 3 Tbat use evidence to reconstruct life in the time studied (photographs, letters, diary entries, DVD footage, art) Begin to understand how our knowledge of history is developed through a range of sources Key vocabulary Week 4 TK about changes over time in job roles - compare jobs aboard the Endurance & jobs aboard ships now. Link to Mission to Seafarers. Ask questions to develop understanding Week 5 TK about changes in transport through history (link to ks1 prior knowledge-change in transport) Begin to make links between history I have previously studied</p> | <p>Week 2 Tbat identify latitude, longitude, equator, northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle (Shackleton's journey- where did he start-finish?) Locational knowledge Week 6 Tbat identify the Prime/Greenwich Meridian and time zones (identify time zone between Barton, Svalbard, Antarctic) Locational knowledge Week 7 Tbat use maps, atlases globes and digital mapping to locate countries and describe features studied (locate the crew from Shackleton on a map) Geography skills and field work Week 8 Fieldwork: Tbat identify similarities and differences of physical and human geography between a small area in the UK and in a non-European country (Barton v Svalbard - map the different shorelines) Human and Physical geography (2 weeks) Week 9 Tbat compare satellite images of Arctic regions and describe environmental change over seasons and over time (link to global warming) Place knowledge</p> | <p>Art Ghost ships Explore Simon Beck pieces of work. Discuss style and evaluate. - Tbat use different grades of pencil to apply tone to drawings (explore chalk/pencil strokes to create tone using different paper) - Tbat use sketching techniques correctly, such as hatching, cross-hatching, stippling, blending and scribbling. - Tbat show a good understanding of composition, proportion and scale - I can complete close observation work - I can draw using proportion and shape - Tbat to incorporate Simon Beck into my drawing. Arctic polar landscape (calendars) - I can create colour wheels - I can colour mix and match using time, tone and shade - I can use colour to reflect mood - I can use a range of application techniques: dotting, splashing, scratching Fabric Arctic landscape - I can use tie-dye/batik to design my own fabric - I can use smaller eyed needles to stitch a range of patterns (Tie dye background Stich arctic animal) DT Crane (pulleys) Tbat analyse a range of existing products I can annotate sketches I can design my own product to a given brief I can understand how the world of work links to my project I can select the most appropriate materials for my product I can make a prototype I can make a product suitable for a certain audience (using a pulley) Tbat evaluate my product against the original brief</p> | <p>Autumn 1 Indoor- Body Management Year 3: Tbat demonstrate a range of balances using different body parts Tbat demonstrate a range of balances using apparatus and floor Tbat demonstrate a range of balance using high apparatus Tbat link 2 static balance using apparatus Tbat create a 3 part sequence using apparatus Tbat evaluate and refine own and others work Year 4: Tbat perform a variety of balances with a partner (mirroring) Tbat perform a variety of balances with a partner (supporting) Tbat link paired balances with a variety of movements Tbat create a sequence showing mirroring balances Tbat create a sequence using a variety of partner balances Tbat refine and improve sequences based on feedback Outdoor- Invasion Year 3: Tbat send and control a ball Tbat understand the need for evasion Tk principles of defence Tk principles of attack Tbat apply principles to game situations Tbat apply principles to game situations Year 4: Tbat send and control a ball Tbat shoot effectively Tbat use evasion Tk and apply principles of defence Tbat apply principles of attack and defence to a game situation Tbat apply principles of attack and defence to a game situation Autumn 2 Indoor-Interpretive Dance Year 3: Tbat explore and respond to stimuli Tbat explore movement and respond to stimuli Tbat create a link dance phrase Tbat create and link dance phrase with partner Tbat create and link dance phrases in a group Tbat refine and evaluate a performance Year 4: Tbat explore characters in a narrative Tbat perform narrative Tbat use choreographic principles to create narrative Tbat perform dance that communicates narrative Tbat adapt to different stimuli Outdoor-Athletics Year 3: Tbat improve leg power and balance Tbat jump with power and balance Tbat consolidate running technique Tbat maintain running technique when running over obstacles Tbat throw for distance using different techniques Tbat throw using different techniques with power Year 4: Tbat improve quality of standing jumps Tbat refine technique Tbat run for an extended period of time Tbat consolidate sprinting technique Tbat throw using different techniques with power Tbat refine techniques of different throws</p> | <p>Resilience & Perseverance: Tbat describe how it feels to try something new or different. TU how we can help ourselves feel more positive. (Plan the steps required to achieve the challenge. Relate to lockdown and school safety measures) Tbat talk about what a set-back is & how it can make people feel Tbat discuss positive ways to deal with set-backs & how to get help/support. Tbat explore how we feel a wide range of emotions depending on the situation. Tbat recognise that everyone has set-backs, these can't be controlled but having a back-up plan is always useful! RSE: Keeping safe and looking after myself TK good habits for looking after my body, Tbat discuss that it can be good or bad to keep secrets. TK what I can do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable Tbat describe the different ways people can behave towards one another Healthy Lifestyle: Tbat identify factors that may influence people's choices about food that they buy (ethical farming, Fairtrade, seasonal etc. Link to Shackleton) Careers and Economic Wellbeing: Tbat explore different ways to spend/save money based on what they want/ need. Tbat describe the range of work including full time, part time, shift work To begin to identify different skills & attributes needed for different jobs. (Link to job applications for The Endurance)</p> | <p>Computer Science Tbat design a sequence of instructions including directional instructions - 2 weeks - create boat sprite and move between islands using co-ordinates/moving and turning Digital Literacy Tbat collect and present data (Geog link: Week 1 Compare satellite images - environmental change. Week 2. Compare daily temperatures Barton vs Antarctica) Information Technology Tbat collect information using secondary sources (Science link - penguin research) Information Technology Tbat search for information on the web in different ways (Google search, advanced search, quotes, different search engines) Digital Literacy Tbat produce and upload a podcast about research from penguins and upload it to an online forum to share. Computer Science Tbat write programs that accomplish specific goals - create game of collecting penguins on the Endurance</p> | <p>Let Your Light Shine: Personalise pebbles for worship table LAS Compulsory Unit: God - Hinduism TU Hinduism as an umbrella term for a collection of religious expressions TK what Hindus describe as Sanatana Dharma (the 'eternal duty') TK that Hinduism is a monotheistic religion (belief in one ultimate reality) (Brahman) Tbat describe Hindu beliefs about Brahma, Vishnu & Shiva: Trimurti Brahma (creator - the beginning of life), Vishnu (preserver - the sustaining of life), Shiva (destroyer - the end of life) - representing the cycle of life (helping Hindus worship Brahman, the ultimate reality) TU the symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation Tbat describe the Hindu belief in Atman (the soul) TK that Hindus believe that human beings can achieve moksha through fulfilling their dharma (duty) LAS Compulsory Unit: God - Islam TU key beliefs of Islam - The oneness of God (tawhid) and its reflection in the shahadah (statement of faith) TU that Muslims believe in God as creator who has created the universe to be in harmony (muslim - literally, 'in submission' to the will of God); has created human beings to be 'abd (servant) and khalifa (regent) to help him keep things in harmony; has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qur'an and the prophets) to help humans follow this path. Draw up flow chart. TK the five pillars and the way they relate to muslim beliefs Shahadah (statement of belief), Salat (prayer 5x a day), Zakat (charitable giving), Sawm (fasting during tyhe month of Ramadan), Hajj (pilgrimage to Makkah) 2-3 weeks Tbat recognise the mosque as a centre of the community - role in providing education, welfare and engaging with wider community</p> | <p>Y3 music express Unit: Environment Tbat learn to sing My place in two parts Tbat learn an ostinato accompaniment to My place using tuned percussion Tbat sing Under the bridge with expression to reflect the lyrics Tbat create descriptive music for each verse of Under the bridge. Tbat compose a new verse for the B section of Our place Tbat compose a soundscape to depict your local environment Tbat perform Our place rondo with voices and instruments Y4 music express Unit: Environment Tbat learn to sing a song in a minor key Tbat accompany the song Global warming with a drone ostinato Tbat select different timbres to accompany the song Tbat listen to extracts of two pieces of music called Antarctic symphony Tbat sing a song about global warming Tbat compose an introduction to a song inspired by listening extracts</p> |