

Key Literacy Texts:		Locality Links:		Visits/experiences/hooks		Links to the world of work:		Significant people			
Varmints - Helen Ward, Zoo - Anthony Browne Land of Neverbelieve - Norman Messenger Animal Architects - Daniel Nassar		Waters Edge Animals in the locality Local habitats		Bushtucker trial - Week 1 Water's Edge - Week 7 Yorkshire Wildlife Park - Week 9		Vet Zooologist wildlife photographer doctor, nurse, paramedic (PSHCE)		Author of the term: Eva Ibbotson Artist of the term: Steven Brown Musician of the term: Elton John Athlete of the term: Adam Peaty			
Writing Outcomes: Poem, Explanation Text, Instructions, Non-Chron Reports, Persuasion, Information Text, Narrative				Key artefacts/resources: - Compasses, school map, atlases, map of Water's Edge, Yorkshire Wildlife Park information packs							
English	Reading	Maths	Science	History	Geography	Arts & DT	PE	Computing	RE	Music	MFL
<p>Week 1 Poetry (I am cat-Jackie Morris) 4 days Tbat write a narrative poem (I am Cat) Tbat choose appropriate verbs Tbat choose appropriate adverbs and adjectives to describe Tbat write expanded noun phrases Tbat write in the first person (I)</p> <p>Week 2 Varmints Tbat write a narrative from a different perspective Tbat use figurative language to compare two scenes, describe settings Tbat use expanded noun phrases to describe Tbat write metaphors, similes and personification Tbat sequence key events Tbat write in the first person (I)</p> <p>Week 3 Varmints Tbat write a narrative from a different perspective Tbat identify themes within a text Tbat write fronted adverbials Tbat write appropriate conjunctions to join clauses Tbat write compound and multi-clause sentences Tbat use commas to punctuate fronted adverbials, mark clauses Tbat use noun phrases and adverbials to describe and specify</p> <p>Week 4 Varmints 4 days Tbat write an explanation text Tbat use cohesive devices to write paragraphs that link in a sequence Tbat use co-ordinating and subordinating conjunctions to express time, place and cause Tbat use paragraphs to structure writing Tbat use organisational devices - headings/subheadings Tbat use causal conjunctions Tbat use commas to mark clauses</p> <p>Week 5 NCR - Land of Neverbelieve Familiarisation with the text Tbat use simple organisational devices (headings/subheadings) Tbat write a summary of the text by recognising the main ideas</p> <p>Week 6 NCR - Land of Neverbelieve Tbat write consistently in the present tense Tbat use paragraphs to structure writing Tbat write a range of conjunctions to compare and contrast Tbat write apostrophes for possession, singular and plural possession Tbat use causal conjunctions Tbat use commas to punctuate adverbials & to mark clauses</p> <p>HALF TERM Week 7 & 8 Animal Architects Tbat write an information text Tbat use simple organisational devices (headings/subheadings) Tbat use co-ordinating and subordinating conjunctions to express time, place and cause Tbat use nouns and pronouns to avoid repetition Tbat use adverbials to express time and place Tbat use commas to mark clauses Tbat use different verb forms including past, present progressive, perfect</p> <p>Week 9 Persuasion- Zoo (Anthony Browne) Are Zoos good? YWP v Familiarisation with the text - contrasting views Tbat use inverted commas to punctuate speech Tbat correctly punctuate rhetorical questions</p> <p>Week 10 Persuasion- Zoo, Rainbow Bear Familiarisation with the text - emotions map Tbat infer character feelings at different stages in the story Tbat consistently write verbs in the appropriate tense Tbat accurately use inverted commas</p> <p>Week 11 Persuasion Tbat write a persuasive letter Tbat structure a letter correctly, introduction, organised paragraphs Tbat write from a specific viewpoint Tbat back up my ideas with facts and evidence Tbat expand my points with conjunctions Tbat write powerful adjectives Tbat write a conclusion that summarises the main points of my argument Tbat use a correctly punctuated rhetorical question effectively Tbat use different verb forms including past, present progressive and perfect</p> <p>Wk 12 Narrative writing - What if...? 5m80 Divina Giraffes Tbat write consistently in the past tense Tbat use a variety of sentence lengths and structures including shorter sentences for emphasis. Tbat use paragraphs to structure writing Tbat use figurative language to describe events</p>	<p>Wk 2 and Wk 4 - Retrieval Tbat retrieve and record information (Author of the term)</p> <p>Wk 3 - Inference Tbat use my inference skills to interpret meaning (Varmints) Inference Tbat infer character information from a non-fiction text (Steven Brown) Prediction/Summary</p> <p>Wk 4 - Retrieval Tbat retrieve and record information (History -British Empire)</p> <p>Wk 5 - Vocabulary meanings and impressions (topic link - endangered species)</p> <p>Wk 6 - Vocabulary meanings and impressions</p> <p>Tbat use dictionaries to check the meaning of words that we have read TU the meaning of words and the impact they have on the reader (Land of Neverbelieve)</p> <p>Wk 8 - Tbat make accurate predictions from details stated and implied from a non-fiction text (Adam Peaty)</p> <p>Inference Tbat infer thoughts and feelings of individuals (History link - Empire/BH)</p> <p>Wk 9 -Inference Tbat use inference skills to infer information (Literacy link - Zoo) Tbat find evidence to support an answer (History link)</p> <p>Wk 10 - Prediction/Summary Tbat predict what might happen from details stated and implied from a fiction text (Literacy link - zoos)</p>	<p>Counting and Estimating Y3: Counting find 10/100 more/less Rounding Counting n 2 digit numbers Y4 Rounding, positions on a number line</p> <p>Addition and subtraction Y3: Use rounding to estimate Mentally add/subtract pairs Mentally add three digit numbers Y4: Add and subtract money and measures problem solving</p> <p>Multiplication and Division Y3: Grid method and partitioning for division Y4: Equality of expressions, short division</p> <p>Equivalent fractions Y3: Recognise and draw equivalent fractions Y4: Equivalent fractions, unit & non unit fractions of sets, decimals</p> <p>Times tables Written methods and worded problems Short multiplication and division</p> <p>Geometry/lines Y3 Types of lines Identification on shapes Y4: Area and perimeter of rectilinear shapes Symmetry</p> <p>Position & Direction Co-ordinates on a grid Symmetry Y4: Plot specified points Translations</p> <p>Doubling/grid multiplication/ chunking Y3: Chunking method (÷) Grid method (x) for doubling Y4: Tables and + facts to solve problems including measures</p> <p>Statistics Y3 Collect and present data Y4 bar charts, line graphs</p>	<p>Week 1 : PSHCE link - Tbat investigate suitable conditions for plant growth (seeds planted before easter in different soils) WS- Changes over time If a seed is planted will it always grow? Week 2 : Tbat name the life processes common to all living things (MRS NERG) WS- research and secondary sources How do we know it's alive? Week 3 : Tbat identify different parts (and their function) of flowering plants WS Identify and classify What makes a plant a plant? Week 4 : investigate the way in which water is transported within plants WS Changes over time How does a flower drink? Tbat describe the life cycle of flowering plants (pollination, seed formation, seed dispersal) Literacy link WS Research secondary sources What is the life cycle of a flowering plant? Week 5 : Geography - Tbat identify that most living things live in habitats to which they are suited WS Research secondary sources Can a penguin live in the desert? Week 7 : Geography - Tbat describe how different habitats provide for the basic needs of plants and animals (2 weeks; habitats in school, Water's Edge) WS Patterns and relationships Who is living at Barton St Peter's? Week 8 : Tbat recognise that living things can be grouped in a variety of different ways What is a mammal? Tbat use classification keys to group different types of animals (vertebrates and invertebrates. insects, arachnids, molluscs) WS- Identifying and classifying Are all creepy crawlies the same? Week 10 : Tbat describe how animals obtain their food from plants and other animals (food chains) WS - Patterns and relationships Who's at the top of the food chain? Week 11 : Tbat recognise that environments can change and this can sometimes pose dangers to living things WS Changes over time Why are animals endangered? Week 12 : Tbat explore the differences in growing conditions (Tundra, Desert, Rainforest, Woodland) Return to Varmints WS- changes over time What grows in the Arctic?</p>	<p>Week 1 : Tbat place the growth and decline of the British Empire in chronological order Develop knowledge of chronology - timeline</p> <p>Week 2 : To understand what an empire is and how Britain developed it's Empire. Reading focus - Begin to ask more in depth questions to develop understanding Key vocabulary</p> <p>Week 4 : TU the reasons for the development of the British Empire (Caribbean - produce) Research Colony in Caribbean, answer questions based on research in their books - transfer key information to large Empire map</p> <p>Week 5 : TU the reasons for the development of the British Empire (Australia - new colony, Gold Coast - reading focus) Pictures - retrieval of information based on photos.</p> <p>Week 6 : Tbat investigate why India was an important country for Britain Begin to challenge sources of information - was the British Empire good?</p> <p>Week 8 : Tbat analyse the different products available to Britain as a result of the growth of the British Empire Identify different ways we gather information Poster as evidence built up through the weeks.</p>	<p>Week 3 : Tbat identify countries in Europe, North, South America: (maps) Location</p> <p>Week 7 : (Science link) Tbat describe the location, environment, indigenous creatures (including habitats) of aquatic, tundra and desert, woodland and rainforest Location</p> <p>Week 5: Science - Tbat identify that most living things live in habitats to which they are suited WS Research secondary sources Can a penguin live in the desert? Relationships</p> <p>Week 7 : Science/fieldwork - Tbat describe how different habitats provide for the basic needs of plants and animals (2 weeks; habitats in school, Water's Edge) WS Patterns and relationships Who is living at Barton St Peter's? Relationships</p> <p>Week 11 : Tbat identify similarities and differences between physical and human features of the UK, Sweden, North & South American Diversity</p> <p>Week 12 : Tbat compare natural physical features to those replicated within Yorkshire Wildlife Park for specific animals Diversity</p>	<p>Animal Sketches (1/2 and 1/2) Steven Brown - Lion Painting L1: I can experiment with different pencil types I can complete close observational work I can draw using scale and proportion L2: I can colour mix and match using tint, tone and shade L3: I can use a range of brush types for effect I can use a range of application techniques Doodle Fish I can draw positive and negative shapes I can complete close observation work DT - Week 9 Eco-Friendly Animal Home DT Project Day 1: Tbat analyse a range of existing products I can evaluate the suitability of different materials. I can investigate elements of my design through prototypes Day 2: I can select the most appropriate materials for my product I can design my own product to a given brief I can cost my own product Day 3: I can make a product suitable for a certain audience Tbat evaluate my product against the original brief</p>	<p>Summer 1: Y4 Swimming Unit Indoor-Performance Dance Year 3: To perform rhythmic movements. To perform a dance sequence. To create a dance sequence. To perform an original sequence. To adapt a sequence To perform a dance sequence. Year 4: To learn/ copy a dance routine. To learn/ copy a dance routine. To modify a dance routine To create a dance sequence. To refine a dance sequence. To perform an original sequence.</p> <p>Outdoor-Athletics Year 3: To refine jumping for height To jump with power and balance Tbat consolidate running technique To know how running affects health and fitness techniques To throw for distance using different techniques with power Year 4: To explore running and jumping To run and jump effectively To run for an extended period of time To know how running affects the body To explore starting positions To throw for distance using different techniques To throw using different techniques with power</p> <p>Summer 2: Indoor- Athletics Year 3: To refine jumping for distance To jump with power and balance Tbat consolidate running technique To adjust running pace appropriately To throw for distance using different techniques To throw using different techniques with power Year 4: To link forward movements together To link forward movements together To run rapidly as part of a team To run a curve with control To throw for distance using different techniques To apply techniques to competitions</p> <p>Outdoor- Striking and Fielding Year 3: To throw accurately To stop a ball consistently To strike a static ball To strike a moving ball To know principles of a game To know principles of a game</p> <p>Year 4: To throw accurately using different techniques To stop a moving ball consistently To use fielding techniques and catch consistently To hit a moving ball To understand the principles of a game To apply skills to a game situation</p>	<p>Y3 - Data and Information- Branching Databases L1: To create questions with yes/no answers L2: To identify the attributes needed to collect data about an object L3: To create a branching database L4: To explain why it is helpful for a database to be well structured L5: To plan the structure of a branching database L6: To independently create an identification tool</p> <p>Y4: Programming B - Repetition in games L1: To develop the use of count-controlled loops in a different programming environment L2: To explain that in programming there are infinite loops and count-controlled loops L3: To develop a design that includes two or more loops which run at the same time L4: To modify an infinite loop in a given program L5: To design a project that includes repetition L6: To create a project that includes repetition</p>	<p>LAS Additional Unit - Pilgrimage W1: I can explore and define the concept of 'pilgrimage' and what I already know W2: I can place key sites on pilgrimage for certain faiths on a map W3: I can explore and describe the lived reality of the hajj using a narrative 1 (2 pigeons on a pilgrimage) W4: I can explore and describe the lived reality of the hajj using a narrative 2 (2 pigeons on a pilgrimage) W5: I can experience the hajj through an immersive faith experience (Mr Kotwal visit) W6: I can explain the relationship between belief and practice (Islam) W7: I can research and describe a Christian pilgrimage 1 - Jerusalem W8: I can research and describe a Christian pilgrimage 2 - Lourdes W9: I can make connections about shared features of a pilgrimage W10: St Peter's Day W11: I can ask questions about non religious pilgrimage for non believers using humanism as a case study W12: I can make connections and seek to answer big questions about the key purpose of a pilgrimage W13: Spirituality Week</p>	<p>Animal Magic- Exploring descriptive sounds from Lion King - Circle of Life Tbat repeat patterns using instruments (explore instruments to suit song & record as notation) Tbat combine different sounds to create a specific mood or feeling Tbat perform as a group using instruments (add sounds to original song) Tbat compose my own score (animated version of Varmints) Whole class rehearsal for end of year performance</p>	<p>W2- to begin to use some of the forms of the verb avoir To be able to count to trente</p> <p>W3 - To read and wrtie the names of some colours To introduce myself, giving my name, age and where I live.</p> <p>W4- To introduce myself giving my name, age and where I live.</p> <p>W5 & 6 - To read and write the days of the week.</p> <p>W7 - To begin to use some of the forms of the verb avoir To be able to name some pets in French</p> <p>W8 - To begin to use some of the forms of the etre verb. To recite the French Alphabet</p> <p>W9 & 10 - To be able to express my likes and dislikes in French To know the different enings of ER verbs (aimer, destester)</p>

Year Group: Year 3/4

Topic Map: Animal Magic

Term: Summer 2