



Key Questions: What is similar and different about these contrasting locations?
Curriculum enhancements: Tropical World workshops and trip, use of VR to explore the polar regions.
English Links: e.g. Class Novel / Cross-curricular Writing: A book study of The Great Kopak Tree and Shackleton’s Adventures.

Science (Populate from Kent Scheme of Work)

Content and skills: Animals including humans (Autumn 1) Y3/4 – Animals inc Humans – Summer term 1-Describe the simple functions of the basic parts of the digestive system in humans- Identify the different types of teeth in humans and their simple functions- Construct and interpret a variety of food chains, identifying producers, predators and prey. Plants (Autumn 2) Y3/4 – Plants- Summer term 2-identify and describe the functions of different parts of plants; roots, stem, 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 ways in which water is transported within plants.-Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Assessment Notes:

Computing

Content: Google Classroom tasks instructing research about rainforest, fact file on rainforest animal, photo editing linked to polar animals and landscapes

Skills:

Autumn 1- Research and Digital Literacy

- Use search technologies effectively to find information
- Understand how different web pages are organised
- Know that ICT enables access to wider range of info/tools to help find info
- Navigate a web page to locate information
- Skim read and sift information to check relevance
- Use appropriate information to produce a report for a particular audience
- Understand that websites are not always accurate
- Present my findings using a word processing or multimedia/ publishing package for a specific audience

Autumn 2- Visual Media

- Understand that a digital image can be captured from different devices and it can be stored, developed and enhanced
- Use paint packages or photo manipulation software to change and image
- Story board and shoot a short stop-motion animated sequence
- Capture, review and delete images on a device
- I can discuss and evaluate quality of captured images
- Take pictures thinking about the purpose of the image, taking into consideration lighting and framing
- Enhance a presentation by acquiring, storing and retrieving images from different sources.

Assessment Notes:

Art

Content: Rainforest collage and study of Henri Rosseau

Skills:

Collage – focus

- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures
- Digital and new media Link to computing Aut 2
- Have the opportunity to use digital drawing, painting, animate & design Scale

•Work on a small scale Know about great artists, architects and designers in history - (Henri Rousseau)

- Discuss and evaluate their own and others' work

•Respond to the work of other artists

Exploring and developing ideas including (sketchbooks) – ongoing

- to select and record from first hand observations, experience and imagination and explore ideas for different purposes.
- to question and make thoughtful observations about starting points and select ideas to use in their work.

•to learn about great artists, architects and designers in history

Evaluating and developing work (sketchbooks) – ongoing

- Compare methods and approaches in their own and others’ work and say what they think and feel about them.

•Adapt their work according to their views and describe how they might develop it further.

•Annotate work in sketchbooks

Drawing – ongoing

•to improve their mastery of art and design techniques in drawing with a range of materials

Painting – ongoing

•to improve their mastery of art and design techniques in painting with a range of materials

Assessment Notes:

DT

Content: Creating a sculpture of the Iron Man.

Skills:

- Recognise their designs have to meet intended audience needs
- Communicate ideas in different ways – discussion/labelled sketches/lists/ICT
- Plan a simple sequence of actions
- Shape, assemble and rearrange a range of materials and components to model ideas.

Consider purpose, appearance and conservation

Focus – Textiles & Printing

Use a variety of techniques, weaving and stitching – Tie Dye,

Print with two colour overlay

Create a repeating pattern

Assessment Notes:

<p>History Content: Study of the famous explorers linked to the rainforest and polar regions. Skills:</p> <ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference <p>Assessment Notes:</p>	<p>Geography Content: Identifying the key geographical features of two contrasting locations – South American Rainforests and Polar Regions. Skills:</p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, 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 North or South America describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquake describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Assessment Notes:</p>	<p>RE/PSHE <u>RE- Why is the bible important for Christians today</u></p> <ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Give examples of how and suggest reasons why Christians use the Bible today. Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. Discuss their own and others’ ideas about why humans do bad things and how people try to put things right. <u>Why is Jesus inspiring to some people?</u> Make connections between some of Jesus’ teachings and the way Christians live today Describe how Christians celebrate Holy Week and Easter Sunday (A1) Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). <p>PSHCE-Living in the Wider World</p> <ul style="list-style-type: none"> Research, discuss and debate topical issues, problems or events. How laws are made and enforced. Understand that there are basic human rights and children have their own special rights set out in the United Nations Declarations of the rights of the child. Know their rights, responsibilities and duties at home, school, the community and towards the environment. Knowing what being part of a community means. Understand the role that money plays in their lives and others. To have an understanding of sustainability and looking after our environment. <p>Assessment Notes:</p>
<p>PE Content: Learning the key skills involved in Basketball and Tag rugby and participate in competitive situations. Skills:</p> <ul style="list-style-type: none"> Travel with a ball showing increasing control using both hands and feet. Use a range of skills that allow them to keep hold of the ball, before passing to a member of their team. Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see <p>Assessment Notes:</p>	<p>Music Content: Ongoing reading music for Pitch and Rhythm inc Recorder Karate. Dalcroze activities to ‘Deep Forest Sweet Lullaby’ 4/4 rhythm. Singing-learn & perform ‘El Condor Pasa’. Listen, evaluate & recreate beginning of ‘Africa’ by Perpetuum Jazzille . Listening. Christmas prep. Skills:</p> <ul style="list-style-type: none"> Use movement, yellow cards & online exercises to embed steady beat & standard notation for rhythm 	<p>French Content <u>Autumn One - All About Me</u> Greetings / My Body / My Features / le Monstre / Seasons Autumn / My Classroom / Jacques dit / My Age / My Birthday / I live in /</p> <p><u>On-going</u> - Numbers / Colours / Cognates</p> <p><u>Grammar</u> - tu / vous le/la/les/un une J’aime</p> <p>Overview of Skills Taught</p>

- Y3 read & write BAG and ta, tete & ta-a. Gain White belt RK by playing with confidence and with a clear, unforced sound
- Y4 as above and E. Gain Green belt
- Sing 'El Condor Pasa' as a class choir with expression, accurate pitch & dynamics & musicality. Watch & evaluate different versions of this tune & song & know its background
- Use body percussion & work as a team to recreate a rainstorm after watching 'Perpetuum Jazzille'
- Listen to traditional Amazon music. Identify instruments & discuss its use & influence in other music-Paul Simon, Deep Forest, Flight of the Condor
- Rehearse Christmas Music

Assessment Notes

- Listening / Understanding / Speaking (Pronunciation)
- Greetings
- Reading / Writing / Vocabulary / Write phrases from memory
- Respond to - Songs/ Games/ Activities /
- Repetition /Respond to questions / Listening for instructions /
- Sounds, Words and Gestures / Phrase building
- Listening to Native Speaker
- Whole class / Group / Pairs / Individual / -Parlez Parlez
- Surveys to encourage speaking / Speak with increasing confidence/ Have a go

Assessment Notes