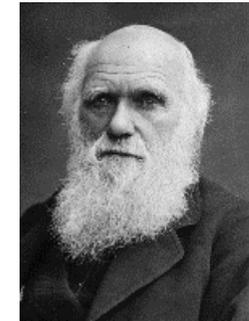




Out in the Wilds

Year 3/4 Cycle 2

Autumn 1



Out In the Wilds

Science

Living things and their habitats

History

Significant person and events

Geography

Map work, Compasses, comparisons

Art and Design

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PSHE

Being me in my world

French

Parts of the body, zoo animals, quantifiers, Christmas

Science

Living things and their habitats		Term: 1	Year: 3/4 Cycle 2	
Foundations of previous learning: Year 2 Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	Create appropriate groups for sorting Use spider keys with fine differences Construct bar charts Present data as charts and graphs	To know different ways of grouping living things. To know what a classification key is. To know what a habitat is and what animals may live there. To recognise habitats change.	Environment Habitat micro-habitat key classification animal vertebrate fish amphibian reptile bird mammal	invertebrate snails slugs spiders woodlice insects worms plants trees flowering plants non-flowering plants
	Assessment of Skills	Assessment of Knowledge		
	Classification Data, tables and graphs (See Phil Watkins Assessment boards)	Can you group living things in different ways? Can you use a classification key? What living things can we find in ... habitat? Recognise habitats can change		

History

Significant person and events.		Topic: Out in the wilds	Term: Autumn 1	Year 3/4 Cycle 2
<p>Foundations of previous learning: Children have looked at key individuals such as Captain Cook and Mary Anning and how the influence of their work. Children have looked at Pepys diary in Y2 as a source of evidence Children have looked at the achievements of both individuals and communities Children have looked at the voyages of Captain Cook</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>(a significant turning point in British history, for example, the first railways or the Battle of Britain)</i></p>	<p>Year 3 skills <u>Chronological understanding</u> Uses timelines to place events in order. Uses words and phrases: century, decade. <u>Knowledge and understanding</u> Uses evidence to describe past. Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects. <u>Historical interpretation</u> Looks at 2 versions of same event and identifies differences in the accounts. <u>Historical enquiry</u> Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people ...? What did people do for ...?' Suggests sources of evidence to use to help answer questions. <u>Organisation and communication</u> Presents findings about past using speaking, writing, ICT and drawing skills. Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes</p> <p>Y4 Skills <u>Chronological understanding</u> Names and places dates of significant events from past on a timeline. <u>Knowledge and understanding</u> Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Describes how some of the past events/people affect life today. <u>Historical interpretation</u> Gives reasons why there may be different accounts of history. <u>Historical enquiry</u> Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. <u>Organisation and communication</u> _Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>To know the significant events in Charles Darwin's life. To know that Charles Darwin lived in the 19th Century. To know that Charles Darwin's diary helps us to understand events from the past. To know how Charles Darwin's life differs from modern day life. To know how events can be portrayed in different ways. To know that in 1831 Charles Darwin embarked on a five-year voyage on the HMS Beagle.</p>	<p>Charles Darwin Century Diary Source Voyage Primary source Secondary source Bias Events HMS Beagle Similarities Differences Embark</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Year 3 I can use evidence to describe events from the past. I can look at two versions of the same event and identify differences between them.</p> <p>Year 4 I can describe features of past societies and periods, identifying ideas, beliefs, attitudes and experiences of people from the past. I can give reasons as to why there may be different accounts of history.</p>	<p>Tell me a significant event from Charles Darwin's life? Which century did Charles Darwin live in? Why is Charles Darwin's diary important? How did Charles Darwin's life differ from modern day life? Why do some versions of the same event differ? What happened to Charles Darwin in 1831?</p>		

Geography

Map work, compasses, Comparisons	Topic: Out in the Wilds	Term: Autumn 1	Year 3/4 Cycle 2	
<p>Foundations of previous learning: In KS1 children have learned the countries that make up the UK, their capital cities and the names of the surrounding seas. The children can name and locate the 7 continents of the world as well as the 5 main oceans. The children have used simple maps and then developed this knowledge by drawing their own simple maps including the use of a key. Children understand how compass directions can be used to locate a place or feature. Children have developed their vocabulary and can name some features within and the local environment and beyond. Children have used their geographical knowledge to explain how places have changed over time.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> ▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ Use the eight points on a compass, four/six figure grid reference, symbols and key to build knowledge of the UK and wider world. 	<p>Year 3 <u>Knowledge & Understanding</u> Identify how people both damage and improve the environment. Identify changes in the local and global environment. <u>Practical</u> Draw sketch maps and plans using agreed symbols for a key. Locate geographical features on a map or atlas using symbols shown in a key. Observe, measure and record the human and physical features in the local area responding to a range of geographical questions. Compare and contrast aerial photographs and plan perspectives, explaining their similarities and differences.</p> <p>Year 4 <u>Knowledge & Understanding</u> Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world. Locate the countries of Europe (including Russia, north America and South America). Explain how people try to sustain environments. Describe how changes, in the features of a place, can affect the lives and activities of the people living there. <u>Practical</u> Locate and name geographical features on an Ordnance Survey map. Plot a route on a map or globe, from one place to another, identifying countries or significant landmarks that are passed. Locate and explain the significance of the Equator, Northern, Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world.</p>	<p>I know how to use a map to find my way around the school grounds. I know how to draw a map of the school grounds using agreed symbols. I can compare two different aerial photographs of the same location and discuss similarities and differences. I know who Charles Darwin is and the journey made by the HMS Beagle.</p>	<p>Key Plan view Bird's eye view Longitude Latitude Compass points Ordnance Survey Direction Angle journey Tropic of cancer Tropic of Capricorn Continent Ocean Country Hemisphere</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Year 3 Make comparisons of the same geographical features in different countries. Describe and compare different features of human and physical geography, offering explanations for the locations for some of these features.</p> <p>Year 4 Locate the countries of Europe, Russia, North America and South America. Describe how physical activity has impacted and/or changed the physical characteristics of a place in the world.</p>	<p>Can you find your way to ___ using this map? Can you create a map using agreed symbols? What is the same and different about these photographs? Who is Charles Darwin? Where did he go on the HMS Beagle?</p>		

Art and Design

Shade, tone, natural materials.		Topic: Out in the Wilds	Term: Autumn 1	Year 3/4 Cycle 2
<p>Foundations of previous learning: Year 3 children will have created and experimented with shades of colour and be able to name some of these. Year 4 children will have mixed and matched colours to create palettes to match images.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p><u>Year 3</u> Use sketchbooks to records drawings from observations Begin to include detail within work Mix and match colours creating palettes to match images Explore complementary and opposing colours in creating patterns Begin to use artistic/visual vocabulary to discuss work. Develop in confidence when adding greater detail and texture to 3D work</p> <p><u>Year 4</u> Develop the range of work recorded in sketch books Use a variety of brushes and experiment with ways of marking with them Lighten and darken tones using black and white Experiment with water colour exploring intensity of colour to develop shades Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work</p>	<p>I know how to mix watercolours to create different tones and shades. I know that some colours are natural and can be mixed to create new colours. I know a range of techniques to improve my drawing skills. I know that different brushes are used for different techniques.</p>	<p>Observation Shading Line drawing Detail Sketch Nature Natural resources Manmade Mix Water colours Natural materials Texture Shade Artwork Creation Natural</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p><u>Year 3</u> Mix and match colours creating palettes to match images Develop in confidence when adding greater detail and texture to 3D work</p> <p><u>Year 4</u> Experiment with water colour exploring intensity of colour to develop shades Begin to suggest improvements to own work</p>	<p>How do you create different tones and shades of colour _____? How do I improve my drawing skills? What techniques can you use to improve your drawing? Which brush would you use for _____?</p>		

Physical Education

Netball		Term: Autumn 1	Year: 3/4 cycle 2
<p>Foundations of previous learning: Year 1 Netball: Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Pat, throw, kick, stop and sometimes catch a ball. Accurately shadow a partner's movements. Create simple movement patterns, showing awareness of rhythm. Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words. Move fluently, changing direction and speed easily and avoiding collision Show control and accuracy with the basic actions for rolling, under arm throwing, striking a ball and kicking. Understand the aspects of tracking, and get in line with the ball to receive it Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions. Recognise space in their games and use it to their advantage planning where to stand to make it difficult for opponents Describe what it feels like when they breathe faster during exercise Explain why running and playing games is good for them Watch others movements carefully Describe what they have done or seen others doing. Copy what they see and say why it is good To identify and show their understanding. To perform as part of a team. <i>Assessment: Move fluently and control a ball during invasion games.</i></p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge	Vocabulary	
Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Use a range of techniques when passing, e.g high, low, bounced, fast, slow Change direction and speed when dribbling the ball Show growing consistency and control in games Play with greater speed and flow Keep and use rules they are given Suggest how rules could be changed to improve the game Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others Use a range of tactics to keep possession of the ball and get into position to shoot and score How simple plans that they know that they can make work Use the knowledge they are learning in P.E to make up suitable warm up activities for the games they are playing	pass shoot strategy teamwork cooperation posture position technique high low fast slow bounced control speed flow	
	Assessment		

Music

Topic: African Drums		Year: 4	Autumn 1
Foundations of previous learning: Children have been playing a variety of classroom instruments, playing glockenspiels as a whole class ensemble. Children can understand the various music language to describe the musical dimensions of a piece. Children can listen to music and are beginning to understand the different musical dimensions running through it.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>To be able to play the djembe, creating the three different sounds (Tone, Slap and Bass) by hitting the instrument appropriately.</p> <p>To be able to respond to the leader of the group (Djembefela).</p> <p>To be able to play with increasing confidence within an ensemble setting.</p> <p>To be able to repeat rhythms performed by the Djembefola.</p> <p>To be able to compose own rhythms.</p>	<p>To know that the djembe is an African drum and is a percussion instrument.</p> <p>To know that it is made from wood, rope and animal skin.</p> <p>To know how the sound is made.</p> <p>To know how to produce three different sounds.</p>	<p>Djembe</p> <p>Bass sound (Low pitch)</p> <p>Tone sound (Medium Pitch)</p> <p>Slap sound (High Pitch)</p> <p>Rhythm</p> <p>Posture</p> <p>Djembefola</p> <p>Call and response</p> <p>Polyrhythms</p> <p>Djembe Skin</p> <p>Striking</p> <p>Edge of the Skin</p> <p>Middle of the skin</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can play the djembe, creating the three different sounds (Tone, Slap and Bass) by hitting the instrument appropriately.</p> <p>I can follow the instructions of the leader of the group (Djembefela).</p> <p>I can play with increasing confidence within an ensemble setting.</p> <p>I can repeat rhythms performed by the Djembefola.</p> <p>I can compose own rhythms.</p>	<p>I know that the djembe drum is an African drum and that it is part of the percussion family.</p> <p>I know that it is made from wood, rope and animal skin.</p> <p>I know how that the sound is made.</p> <p>I know how to produce three different sounds.</p>	

Religious Education

Buddhism: The Life of the Buddha		Year: 3/4 Cycle 2	Term: Autumn 1
Foundations of previous learning: To be aware that other religions have key figures. To have an awareness of Buddhism as a main religion in England. To understand how faith plays an important part in people's daily life.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Is it possible for everyone to be happy? <ul style="list-style-type: none"> To find out about the life of the Buddha. To explore how he tried to be happy and stay happy. 	Thinking about religion and belief comment on connections between questions, beliefs, values and practices describe similarities and differences within and between religions and beliefs Enquiring, investigating and interpreting suggest answers to some questions raised by the study of religions and beliefs Beliefs and teachings (what people believe) describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Practices and lifestyle (what people do) show understanding of the ways of belonging to religions and what these involve Identity and experience (making sense of who we are) ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers Meaning and purpose (making sense of life) ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Values and commitments (making sense of right and wrong) ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	To identify things that bring about happiness. To know where Buddhism started. To know how long ago Buddhism started. To know the story of the Buddha. To understand the symbolism of the Bodhi tree. To know what the 8-fold path means. To understand how living by the 8-fold path will influence choices.	Buddha Bodhi 8-fold path Prince Siddhattha Gautama Yasodhara Rich India Nepal Prince Bodhi tree
	Assessment of Skills	Assessment of Knowledge	
	I can start to show an understanding of why people think it is difficult to be happy all of the time. I can begin to show an understanding of what being happy means to Buddhists.	I can tell you some of the things Siddhattha did to try and be happy and why I think they didn't work for him.	

Computing

My Scratch Games		Topic: Programming	Year: 4	Term: Autumn 1	
<p>Foundations of previous learning: Children from Year 3 are be able to...</p> <ul style="list-style-type: none"> • break an opened problem up into smaller parts. • put Coding commands into a sequence to achieve a specific outcome. • keep testing my program and can recognise when I need to debug it. • use repeat commands. • describe the algorithm I will need for a simple task. • detect a problem in an algorithm which could result in unsuccessful Coding. 					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
<p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Computer Science: Understand how computers use variables to count things. Children can use logical reasoning to explain how their code executes and to detect and correct error as they work. Understand how computers use repetition and loops to do things repeatedly. Understand that loops can create animations that repeat infinitely. Children can create a simple game which uses a score variable.</p>	<p>To know that I need to keep testing my program while I am putting it together. To use a variety of tools to create a program. To recognise an error in a program and debug it. To use an efficient procedure to simplify a program. To use logical thinking to solve a problem by breaking it up into smaller parts. To use a sensor to detect a change which can select an action in a program. To recognise that an algorithm will help me sequence more complex programs.</p>	<p>Algorithm Background Block Collaboration Computational thinking Control Costume Debug Design Effect Event Forever Imagine Implement Input Make mistakes Movement</p> <p>Pattern Output Persevere Repeat Rotation Selection (If Then) Sequence Sprite Stage Wait / Pause</p>		
	Assessment of Skills/Assessment of Knowledge				
	<p>Can you explain an algorithm and create a program to control the cat sprite using the keyboard and produce a different sound when a direction key is pressed? Can you run a program and investigate what each block does? Can you make changes to improve the program? Can you use a sensing programming block to make something happen? Can you read a sequence of programming blocks and predict what they will make happen? Can you modify a sequence to change the outcome? Can you use a sequence of steps to make things happen?</p>				

PSHE

Being me in my world		Jigsaw	Year: 3/4 Cycle 2	Term: Autumn 1
Foundations of previous learning: Y1 - To know the rights and responsibilities of being a member of my class. Y2 - To listen to other people and contribute my own ideas about rewards and consequences.				
Unit Learning				
Themes (Puzzle pieces)	Outcomes	Vocabulary		
Becoming a class 'team' Being a school citizen Rights, responsibilities and democracy Rewards and consequences Our learning charter Owning our learning charter	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued I understand who is in my school community, the roles they play and how I fit I can take on a role in a group and contribute to the overall outcome I understand how democracy works through the school council I can recognise my contribution to making a Learning Charter for the whole school I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how rewards and consequences motivate people's behaviour I understand how groups come together to make decisions I can take on a role in a group and contribute to the overall outcome I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and can help others to follow it	Attitudes Actions Included Excluded School Community Contribute Democracy Actions Rewards Consequences		
	Assessment			
	Year 3 To understand that actions affect myself and others. Year 4 To care about other people's feelings and empathise with them.			

MFL

Parts of the body, zoo animals, quantifiers, Christmas		Lessons 1-7	Year: 4	Term: Autumn 1	
<p>Foundations of previous learning: Y3 Autumn term: numbers 0-10, how to say yes and no, be able to greet someone, follow classroom instructions and know the names of some characters in the nativity play. Y3 Spring term: Be able to ask for and state age and know colours in French. Y3 Summer term: names of fruit and food items, days of the week and months of the year.</p>					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Listen to and follow a short story</p> <p>Identify adjectives in a text and recognise that they can change spellings</p> <p>Listen for specific words and phrases</p> <p>Pronounce some words accurately</p> <p>Understand that all nouns have a gender</p> <p>Ask how to say something in French</p> <p>Listen for a key sound as it occurs in a rhyme</p> <p>Appreciate similarities between English and French nursery rhymes</p> <p>Recite a nursery rhyme</p> <p>Follow a text as it is read aloud</p> <p>Follow a story using visual clues</p> <p>Recognise some letters of the alphabet</p> <p>Listen for sounds, rhyme and Rhythm</p> <p>Say 6 vowel sounds in French</p> <p>Write simple words and phrases following a model</p> <p>Read words aloud with accurate Pronunciation</p> <p>Participate in a short drama</p> <p>Play a game, communicating in French</p>	<p>To know:</p> <p>Parts of the body:</p> <p>Adjectives:</p> <p>How to ask for French translation</p> <p>Zoo animals</p> <p>Some letters of the alphabet</p> <p>Quantifiers</p>	<p>Une tête</p> <p>un nez</p> <p>des dents</p> <p>des cheveux</p> <p>des yeux</p> <p>une bouche</p> <p>des oreilles</p> <p>Grand</p> <p>Petit</p> <p>Gros</p> <p>Long</p> <p>Pointu</p> <p>La jambe</p> <p>le pied</p> <p>le ventre</p> <p>la main</p> <p>le bras</p> <p>l'épaule</p> <p>le genou</p> <p>Comment dit-on... en français?</p>	<p>Le tigre</p> <p>l'éléphant</p> <p>l'ours</p> <p>la souris</p> <p>le lion</p> <p>la giraffe</p> <p>le singe</p> <p>le crocodile</p> <p>le pingouin</p> <p>Un bonhomme de neige</p> <p>un chapeau</p> <p>une écharpe</p> <p>des gants</p> <p>un manteaux</p> <p>il fait froid</p> <p>il neige</p> <p>être</p> <p>Il est</p> <p>Elle est</p> <p>Gentil</p> <p>Rigolo</p> <p>féroce</p>	
		Assessment of Skills	Assessment of Knowledge		
		<p>Ask and answer questions in French, recording in own writing.</p> <p>Follow a text as it is read aloud</p>	<p>What is this body part?</p> <p>What is this zoo animal?</p> <p>What letter is this?</p>		