



Rainforests and Rivers

Year 3/4 Cycle 1

Summer 2



Wildlife Garden

Science

WS skills and revision

Geography

Rivers, Map work, environmental changes

Design Technology

Joining materials

PE

Athletics/OAA

RE

Hinduism: Pilgrimage to the River Ganges

Computing

Handling Data: Showing My Device Time/ Helping My Plants Grow

PSHE

Changing me

Science

Continuation of units, working scientifically skills and revision	Term: 6	Year: 3/4
Unit Learning		
NC Objective – Coverage Working Scientifically skills.		Vocabulary
<p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>During Summer 2 year groups will be continuing any of their units that are unfinished.</p> <p>If all are complete then they will focus on the working scientifically skills and complete work linked to those.</p>	<p>See previous units.</p>

Geography

Rivers, map work, Environmental changes	Topic: Rainforests and rivers	Term: Summer 2	Year 3/4 Cycle 1
<p>Foundations of previous learning:</p> <p>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 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. The children can identify volcanos on a map using symbols from a key. They can offer explanations for the location of physical features (volcanoes). They can compare volcanoes found in different countries. The children can locate and explain the significance of the equator, northern hemisphere, southern hemisphere and the tropics to a range of countries. They can explain how people try to sustain environments and link this to their knowledge of volcanoes.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in North or South America.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>Year 3</u> Knowledge & Understanding Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features. Make comparisons of the same geo-graphical features in different countries. Identify how people both damage and improve the environment. Explain how the physical processes of erosion, transportation and deposition affect the environment. Identify changes in the local and global environment.</p> <p>Practical Locate geographical features on a map or atlas using symbols shown in a key. Use eight points of a compass to describe the location of a country or geographical process. Compare and contrast aerial photo-graphs and plan perspectives, explaining their similarities and differences. Draw sketch maps and plans using agreed symbols.</p> <p><u>Year 4</u> Knowledge & Understanding 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 and explain how physical processes have changed the characteristics of a landscape, country or continent. Describe how changes, in the features of a place, can affect the lives and activities of the people living there.</p> <p>Practical Plot a route on a map or globe, from one place to another, identifying countries or significant landmarks that are passed. Locate and name geographical features on an Ordnance Survey map. Propose geographical questions, collecting and recording specific evidence to answer them. 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. Suggest where in the world and aerial photograph or satellite image shows, explaining reasons for their suggestion.</p>	<p>I can find Brazil on the map. I know that Brazil is in South America. I can identify some similarities and differences between Brazil and the UK. Locate key places in Brazil using a range of maps including OS & digital. I know that the Amazon runs through Brazil. I know that the Amazon produces 20% of the world's oxygen. I can identify some features of a river. I understand how some aspects have changed over time. I can discuss the importance of rivers for human Geography. I know what erosion is.</p>	<p>Brazil Favelas South America Deforestation Global warming Rio De Janeiro Population Poverty Environment Oxygen Rainforest Canopy Rainfall Flora Fauna Bank Basin Bed Canal Current Delta Downstream Fresh water Erosion Mouth Salt water Silt Source Stream Tributary Upstream</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Use eight points of a compass to describe location of a country or geographical process. (Y3)</p> <p>Draw sketch maps and plans using agreed symbols. (Y3)</p> <p>Plot a route on a map or globe, from one place to another, identifying countries or significant landmarks that are passed. (Y4)</p> <p>Locate and name geographical features on an Ordnance survey map. (Y4)</p>	<p>Can you find Brazil on the map? What continent is Brazil in? Can you identify some similarities and differences between Brazil and the UK? Where is the amazon? Can you find the Amazon on a map of Brazil? What features can you identify of a river? Why are rivers important? What is erosion?</p>	

Design Technology

Joining materials		Topic: Rainforests and Rivers	Year: 3/4 cycle 1	Term: Summer 2	
<p>Foundations of previous learning: Year 3 children will have evaluated against design criteria. Year 4 children will have disassembled and evaluate familiar products.</p>					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
<p>When designing and making, pupils should be taught to:</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technological Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products</p>	<p>Year 3 <u>Plan and communicate ideas</u> Generate ideas for an item, considering its purpose and the user/s. Identify a purpose and establish criteria for a successful product Plan the order of their own work before starting. <u>Make (technical knowledge)</u> Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Think about their ideas as they make progress and be willing to change things to improve their work. <u>Evaluate</u> Evaluate their product against the original design criteria. Disassemble and evaluate familiar products.</p> <p>Year 4 <u>Plan and communicate ideas</u> Generate ideas, considering the purposes for which they are designing. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Evaluate a product and identify criteria that can be used for their own designs. <u>Make (technical knowledge)</u> Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways <u>Evaluate</u> Evaluate their products carrying out appropriate tests.</p>	<p>I know how to use a ruler accurately to measure. I know which materials to choose to fit my design brief. I know the purpose of my product. I know the audience of my product. I know different ways of joining two materials.</p>	<p>Material Join Technique Product Audience Tool Ruler Measure Accurately Design brief Evaluate Purpose Assemble</p>		
		Assessment of Skills	Assessment of Knowledge		
		<p>Year 3 Identify a purpose and establish criteria for a successful product. Measure, mark out, cut, score and assemble components with more accuracy. Evaluate their product against the original design criteria.</p> <p>Year 4 Evaluate a product and identify criteria that can be used for their own designs. Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques Evaluate their products carrying out appropriate test</p>	<p>How do you use a ruler accurately to measure? Which material would be best to fit my design brief? What is the purpose of your product? Who is the audience of your product? How could you join these two materials?</p>		

Physical Education

Athletics		Term: Summer 2	Year: 3/4 cycle 1
Foundations of previous learning:			
<p>Year 1:</p> <p>Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling.</p> <p>Take part in activities and work with others to complete a task.</p> <p>Demonstrate the five basic jumps on their own, e.g a series of hops, and in combination, e.g hop, one two, two two, showing control at take-off and landing.</p> <p>Run continuously for about one minute and, when required, show the difference between running at speed and jogging.</p> <p>Throw with increasing accuracy and co-ordination into targets set at different distances.</p> <p>Use different techniques, speed and effort to meet challenges set for running, jumping and throwing.</p> <p>Describe what happens to their heart, breathing and temperature during different types of athletic activity.</p> <p>Identify and describe different running, jumping and throwing actions.</p> <p>Explain what is successful and what they have to do to perform better.</p> <p>To identify and show their understanding.</p> <p>To perform as an individual and as part of a team.</p> <p><i>Assessment: Control speed of running, strength of throws and jumping technique in athletics.</i></p>		<p>Year 2:</p> <p>Take part in running games (relays etc) and run as fast as I can in the process.</p> <p>Throw and kick a ball in different ways, and decide where to stand to make the game difficult for the other team.</p> <p>Take part in activities and work with others to complete a task.</p> <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control</p> <p>Show good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.</p> <p>Choose and use tactics to suit different situations</p> <p>React to situations in a way that helps their partners and makes it difficult for their opponents.</p> <p>Know how to score and keep the rules of the game</p> <p>Understand and describe changes to their heart rate when playing different games</p> <p>Begin to anticipate what they will feel like after playing games</p> <p>Watch and describe performances accurately</p> <p>Recognise what is successful</p> <p>Copy actions and ideas, and use the information they collect to improve their skills</p> <p>To identify and show their understanding</p> <p>To perform as part of a team</p> <p><i>Assessment: Use different techniques, speed and effort to meet challenges set for running, jumping and throwing in athletics.</i></p>	
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Run consistently and smoothly at different speeds</p> <p>Demonstrate different combinations of jumps, showing control, co-ordination and consistency</p> <p>Throw a range of implements into a target area with consistency and accuracy</p> <p>Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment</p> <p>Pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action</p> <p>Identify when their body is cool, warm and hot</p> <p>Recognise and record that their body works differently in different types of challenges and events</p> <p>Carry out stretching and warm up activities safely</p> <p>Watch and describe specific aspects of running, jumping and throwing styles</p> <p>Suggest, with guidance, a target for improving distance or height</p>		<p>Speed</p> <p>Jumps</p> <p>Control</p> <p>Target</p> <p>Accuracy</p> <p>Styles</p> <p>Running</p> <p>Jumping</p> <p>Throwing</p> <p>Pace</p> <p>Warm up</p> <p>Cool down</p>
	Assessment		
	<p>Show control, co-ordination, consistency and accuracy in athletics challenges.</p>		

Religious Education

Hinduism: Pilgrimage to the River Ganges		Year: 3/4 Cycle 1	Term: Summer 2
Foundations of previous learning: To be aware of some key beliefs associated with other main religions such as Christianity and Islam. To know who Brahman is and what Hindus believe about Hindu Gods. To understand how and why Hindus celebrate Divali. To understand other special journeys made in other religions such as Hajj.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Would visiting the River Ganges feel special to a non-Hindu? <ul style="list-style-type: none"> To understand the significance of the River Ganges both for a Hindu and non-Hindu. 	Thinking about religion and belief make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs Enquiring, investigating and interpreting investigate and connect features of religions and beliefs ask significant questions about religions and beliefs Beliefs and teachings (what people believe) describe some religious beliefs and teachings of religions studied, and their importance Practices and lifestyle (what people do) describe how some features of religions studied are used or exemplified in festivals and practices Identity and experience (making sense of who we are) compare aspects of their own experiences and those of others, identifying what influences their lives Meaning and purpose (making sense of life) compare their own and other people's ideas about questions that are difficult to answer Values and commitments (making sense of right and wrong) make links between values and commitments, including religious ones, and their own attitudes or behaviour	To understand the importance of water within our everyday lives. To know the story of the River Ganges. To know that the River Ganges is very important for Hindus and pilgrims. To know where the river starts and ends. To know what Hindus do when they visit the river. To understand why people bathe in the river. To understand that Hindus believe Brahman is in the water to help them. To understand why non-Hindu people may also want to visit the River Ganges.	Guru Vaisakhi festival Gurdwara Divali Guru Hargobind Guru Granth Sahib Langar Karah Parshad Residents Pilgrims Brahman Varanasi
	Assessment of Skills	Assessment of Knowledge	
	I can explain why water is important. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.	I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.	

Computing

Showing My Device Time/ Helping My Plants Grow		Topic: Handling Data	Year: 3	Term: Summer 2
<p>Foundations of previous learning: Children from Year 2 are be able to...</p> <ul style="list-style-type: none"> • talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. • make and save a chart or graph using the data I collect. • talk about the data that is shown in my chart or graph. • understand a branching database. • tell you what kind of information I could use to help me investigate a question. 				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To 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	<p>Logging in Navigate public drive to save and retrieve files</p> <p>Research Use safe search engine eg. Primary ICT / Swiggle</p> <p>Information Technology: Use software or search engines effectively. Design a table to collect data. To combine text and graphics. To select information to put into a data table.</p>	<p>Showing My Device Time To collect data to help me answer a question To talk about the different ways data can be organised To use a datalogger to monitor changes and talk about the information it collects</p> <p>Helping My Plants Grow To talk about the different ways data can be organised. To use a data logger to monitor changes and can talk about the information collected.</p>	Branching database Chart Collect Data Database Data logger Decision tree Graph Information	Interpret Investigate Questions Record Results Tally Sort Venn diagram
	Assessment of Skills/Assessment of Knowledge			
	<p>Showing My Device Time Can you answer a question about collected data? Can you answer a question about collected data using a vertical bar chart? Can you present data using a pie chart?</p> <p>Helping My Plants Grow Can you record the amount of light in different positions in the school? Can you present data so that others can understand it?</p>			

Changing me		Jigsaw	Year: 3/4 Cycle 1	Term: Summer 2
Foundations of previous learning: Y1 - I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina; I respect my body and understand which parts are private Y2 - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private, I can tell you what I like/don't like about being a boy/girl				
Unit Learning				
Themes (Puzzle pieces)		Outcomes		Vocabulary
How babies grow Babies Outside body changes Inside body changes Family stereotypes Looking ahead		I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I can express how I feel when I see babies or baby animals I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I can express how I might feel if I had a new baby in my family I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I recognise how I feel about these changes happening to me and know how to cope with those feelings I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes I can identify what I am looking forward to when I am in Year 4 I can start to think about changes I will make when I am in Year 4 and know how to go about this		Animals Humans Changes Conception Growing up Female Baby Uterus Boys Girls Stereotypical Changes
		Assessment		
		Year 3 I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings Year 4 I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this		