



South America

Year 3/4 Cycle 2

Autumn 2



South America

Science

Animals Including Humans

Geography

Human geography, comparing

Design Technology

Choosing appropriate materials
and tools for purpose

PE

Gymnastics

RE

Christianity: Christmas

Computing

Multimedia: My comic book

PSHE

Celebrating Difference

Science

Animals including humans		Term: 2	Year: 3/4 Cycle 2
Foundations of previous learning: Year 1 Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		Year 2 Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Year 3 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some animals have skeletons and muscles for support, protection and movement
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
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	Use science words & models to describe Use science to explain	To know there are different types of teeth. To know how to care for their teeth. To know what digestion is. To know the parts of the digestive system. To know what a food chain is. To be able to construct a food chain.	Teeth Incisor Canine Molar pre-molar acid bacteria plaque enamel digestion mouth gullet oesophagus stomach small intestine large intestine anus liver pancreas food chain producer consumer predator prey carnivores herbivores omnivores
	Assessment of Skills	Assessment of Knowledge	
	Explaining science Making conclusions (See Phil Watkins Assessment boards)	Are there different types of teeth? How should you care for your teeth? What is digestion? What are the parts of the digestive system? What is a food chain? Can you construct food chains?	

Geography

Human Geography, Comparing	Topic: South America	Term: Autumn 2	Year: 3/4 Cycle 2
<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 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> <p>In the Out in the Wilds topic the children will use maps and aerial photographs to be able to compare the geographical features and describe those features while offering explanations for some of the locations. The children will be able to describe how physical activity has changed the physical characteristics of a place in the world.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p>	<p>Year 3 <u>Knowledge & Understanding</u> 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 geographical features in different countries. <u>Practical</u> Compare and contrast aerial photographs and plan perspectives, explaining their similarities and differences.</p> <p>Year 4 <u>Knowledge & Understanding</u> Locate the countries of Europe (including Russia, north America and South America). 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 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>To know some countries that make up South America. To know that Brazil is located in South America. To know that Rio De Janeiro is <u>not</u> the capital of Brazil. To know that Rio De Janeiro is a city of extremes in regards to poverty. To know that the slums in Brazil are called favelas. To be able to explain some of the conditions in the favelas. To explain some of the issues with favelas. To know that the favelas are overpopulated. To know that there is a high rate of crime in the favelas. I can identify some similarities and differences between Brazil and the UK.</p>	<p>Country Continent South America Brazil Rio De Janeiro Capital City Poverty Extreme Poverty gap Slums Favelas Conditions Overpopulation Crime</p> <p>Rate Human Activities Housing Education Governments</p>
	Assessment of Skills	Assessment of Knowledge	
	<ul style="list-style-type: none"> • Make comparisons of the same geographical features in different countries. (Y3) • Describe and compare different features of human and physical geography, offering explanations for the locations for some of these features. (Y3) • Locate the countries of Europe, Russia, North America and South America. (Y4) • Describe how physical activity has impacted and/or changed the physical characteristics of a place in the world. (Y4) 	<p>Can you name some of the countries that make up South America? Where is Brazil? Is Rio De Janeiro the capital of Brazil? Are people rich in Rio De Janeiro? What are the slums called in Brazil? Can you explain what the conditions are like in the favelas? Why are favelas problematic? Can you explain some of the similarities between the UK and Brazil? Can you explain some of the differences between the UK and Brazil?</p>	

Design Technology

Choosing appropriate materials and tools for purpose		Topic: South America	Term: Autumn 2	Year: 3/4 Cycle 2
<p>Foundations of previous learning: Year 3 children will have generated ideas by drawing on their own and other people's experiences. Year 4 children will have generated ideas for an item, considering its purpose and the user/s.</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 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</p> <p>Technological Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</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 or a successful product <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. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment. Work safely and accurately with a range of simple tools. Measure, tape or pin, cut and join fabric with some accuracy <u>Evaluate</u> Evaluate their product against the original design criteria.</p> <p>Year 4 <u>Plan and communicate ideas</u> Generate ideas, considering the purposes for which they are designing. Make labelled drawings from differing views showing specific features. Evaluate product and identify criteria that can be used for their own designs. Sew using a range of different stitches, weave and knit <u>Make (technical knowledge)</u> Select appropriate tools and techniques for making their product. <u>Evaluate</u> Evaluate their work both during and at the end of the assignment.</p>	<p>I can identify who the audience of my product is.</p> <p>I can explain why I have selected materials.</p> <p>I can evaluate my design.</p> <p>I can use other products and their packaging to inform my own design.</p>	Fairtrade Chocolate Attract Packaging Design Product Label Material Product Evaluate Inform Audience	
	Assessment of Skills	Assessment of Knowledge		
	<p>Year 3 Generate ideas for an item considering its purpose and the user. Work safely and accurately with a range of simple tools.</p> <p>Year 4 Generate idea considering the purpose for which they are designing. Select appropriate tools and techniques for making their product.</p>	<p>Who is the audience for your product? Why did you select your materials? What went well with your design? What would you improve about your design? How have other real-life products informed your design?</p>		

Physical Education

Gymnastics		Term: Autumn 2	Year: 3/4 cycle 2
Foundations of previous learning:			
<p>Year 1 Gymnastics</p> <p>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. Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required. Manage the space safely, showing good awareness of each other, mats and apparatus. Make up and perform simple movement phrases in response to simple tasks. Link and repeat basic gymnastic actions. Perform movement phrases with control and accuracy Know when their body is active and talk about the difference between tension and relaxation. Carry and place appropriate apparatus safely, with guidance. Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language Copy a partner's sequence of movement. To show their understanding To perform as an individual and as part of a group. <i>Assessment: Compose and perform a series of basic actions in gymnastics.</i></p>		<p>Year 2 Autumn 2 Gymnastics</p> <p>Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Take part in activities and work with others to complete a task. Perform a range of actions with control and coordination Repeat accurately sequences of gymnastic actions Move smoothly from a position of stillness to a traveling movement Move smoothly and in a controlled way from one position of stillness to another Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end Adapt the sequence to include apparatus or a partner. Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency Say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool Recognise and avoid risks when handling and placing apparatus . Describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control Choose one aspect of their sequence to improve, and say how to improve it . To identify and show their understanding. To perform as an individual and as part of a group. <i>Assessment: Move smoothly from one action to another in a gymnastics sequence.</i></p>	
<p>Year 2 Summer 2</p> <p>Create their own shapes on a range of body parts and hold balances still. Identify which part of a performance may need to be improved. Work with a partner to create their own matching balance. Perform paired balances on different pieces of equipment. Demonstrate three different types of roll correctly, including a curled side roll. Show control when performing log, teddy bear and curled side rolls. Perform at least two types of jump correctly, showing a clear body shape in the air. Jump off apparatus independently and land safely Can compose, remember and perform their own sequence containing at least one roll, balance and jump. Describe what is good about a sequence and identify an area for improvement. Work with a partner to compose, remember and perform a matching sequence containing at least one roll, balance and jump. Show good control when performing balances, jumps and rolls, and link movements together to make a sequence. <i>Assessment: Can compose, remember and perform their own sequence containing at least one roll, balance and jump.</i></p>		<p>Year 3/4 Cycle 1</p> <p>Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel Practice an action or short sequence of movements, and improve the quality of the actions and transitions Show control, accuracy and fluency of movement when performing actions on their own and with a partner Devise and perform a gymnastic sequence, showing a clear beginning, middle and end Adapt a sequence to include different levels, speeds or directions Work well on their own and contribute to pair sequences Understand the importance of warming up Identify when their body is warm and stretched ready for gymnastic activity Understand that strength and suppleness are important parts of fitness Explain the differences between two performances Identify when two performances have the same elements and order, and comment on their quality Understand what is involved in the process of improving a performance <i>Assessment: Compose and perform a series of gymnastics actions combining floor, mats and apparatus.</i></p>	
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>To develop the range of actions, body shapes and balances they include in a performance To create gymnastic sequences that meet a theme or set of conditions To use compositional devices when creating their sequences, such as changes in speed, level and direction To describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved To know how the body reacts during different types of activity, and how this affects the way they perform.</p>		<p>balance travel composition action shape performance theme sequence change speed level direction</p>
	Assessment		
	<p>Compose and perform difficult gymnastics combinations fluently and with control, refining sequences as part of a group.</p>		

Religious Education

Topic: Christianity: Christmas		Year: 3/4 Cycle 2	Term: Autumn 2
Foundations of previous learning: To understand Christians believe Jesus to be God in human form. To know how their celebrations during Christmas compare to the true 'meaning' of Christmas. To be aware of other key symbols using during other religious celebrations.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
What is the most significant part of the Nativity story for Christians today? <ul style="list-style-type: none"> To understand the symbolism in the Christmas story. To think about what the different parts mean to Christians today. 	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 meanings for a range of forms of religious expression, using appropriate vocabulary Practices and lifestyle (what people do) show understanding of the ways of belonging to religions and what these involve Expression and language (how people express themselves) show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language 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	To understand the purpose of a symbol. To know the key symbols within the Christmas story and the meaning which they hold. To understand the symbolism of Jesus as Gods son.	Frankincense Myrrh Christingle Symbol Represents Incarnation Angel Wise men Shepherds Christ's light
	Assessment of Skills	Assessment of Knowledge	
	I can design a symbolic objects to show the significance of Christmas or the Christian holiday to me. I can ask questions about what Christmas means to Christians and compare this with what it means to me.	I can describe one thing a Christian might learn about Jesus from a Christmas symbol.	

Computing

My Comic Book		Topic: Multimedia	Year: 4	Term: Autumn 2
<p>Foundations of previous learning: Children from Year 3 are be able to...</p> <ul style="list-style-type: none"> • create different effects with different technology tools. • combine a mixture of text, graphics and sound to share my ideas and learning. • use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. • evaluate my work and improve its effectiveness. • an appropriate tool to share my work online. 				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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>	<p>Information Technology: Understand the use of computer hardware including input, output and storage devices. Use and combine a variety of software and internet services to accomplish given goals. To sort and organise information to use in a database. To present data and information.</p>	<p>To change the appearance of text to increase its effectiveness. To create, modify and present documents for a particular purpose. To use an appropriate tool to share my work. To give constructive feedback to my friends to help them improve their work and consider my own work in the same way. To be confident to explore new media to extend what you can achieve</p>	<p>Animate Animation App Audience Backspace Clipart Comic strip Document Edit Enter Folder Font Greenscreen Image Insert Heading Hyperlink</p>	
	Assessment of Skills/Assessment of Knowledge			
	<p>Can you insert images and add text? Can you add an internal hyperlink? Can you explain what an internal hyperlink is and add one to my comic? Can you change the style and colour of your comic? Can you use software to explain key vocabulary?</p>			
			<p>Layout Narration Persuasive Presentation Right click Select Screen shot Shift Slides Software Sound effect Space bar Storyboard Style Template Text</p>	

Celebrating difference		Jigsaw	Year: 3/4 Cycle 2	Term: Autumn 2
Foundations of previous learning:				
Y1 - I can talk about one thing that makes me different from my friends, I understand these differences make us all special and unique				
Y2 - I can identify some ways in which my friend is different from me, I can tell you why I value this difference about him/her				
Unit Learning				
Themes (Puzzle pieces)	Outcomes			Vocabulary
Judging by appearances Understanding influences Understanding bullying Problem-solving Special me Celebrating difference: how we look	<p>I understand that, sometimes, we make assumptions based on what people look like</p> <p>I try to accept people for who they are</p> <p>I understand what influences me to make assumptions based on how people look</p> <p>I can question why I think what I do about other people</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>I know how it might feel to be a witness to and a target of bullying</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>I can problem-solve a bullying situation with others</p> <p>I can identify what is special about me and value the ways in which I am unique</p> <p>I like and respect the unique features of my physical appearance</p> <p>I can tell you a time when my first impression of someone changed when I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>			<p>Assumptions</p> <p>Accept</p> <p>People</p> <p>Influences</p> <p>Question</p> <p>Bullying</p> <p>Witness</p> <p>Target</p> <p>Problem solving</p> <p>Unique</p> <p>impression</p>
	Assessment			
	<p>Year 3</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p> <p>Year 4</p> <p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>			