Out of Africa

Year 3/4 Cycle 2

Spring 1
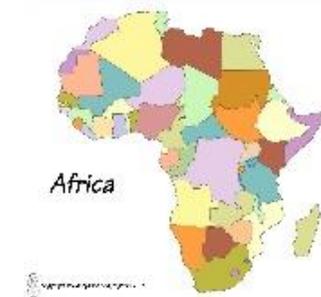
Out of Africa			
Science Electricity	**Geography** Physical and human geography	**Art and Design** Pencil work, range of materials	**PE** Dance
RE Buddhism: Buddha's teachings	**Computing** Programming: Knowing My Tables with Kudo	**PSHE** Dreams and Goals	**French** Family members, pets

Electricity		Term: 3	Year: 3/4 Cycle 2

Foundations of previous learning:
Not previously taught.

Unit Learning			
NC Objective - Coverage	**Skills**	**Knowledge**	**Vocabulary**
Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.	Use science words correctly Use a science model to describe Use science to explain	To know how we use electricity in our homes. To be able to make a working series circuit. To know how a switch work. To know what electrical conductors & insulators are.	Electricity buzzer Energy motor Source series Renewable connector non-renewable wire circuit switch component conductor battery/cell insulator bulb
	Assessment of Skills	**Assessment of Knowledge**	
	Explaining science Making conclusions (See Phil Watkins Assessment boards)	How do we use electricity in our homes? Can you make a working series circuit? How does a switch work? What are electrical conductors & insulators?	

Geography

Physical and human Geography		Topic: Out of Africa	Term: Spring 1	Year: 3/4 Cycle 2

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.

In the Out in the Wilds topic the children will use maps and aerial photographs 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 change the physical characteristics of a place in the world. Through the topic of South America the children will learn to locate and name some of the countries within South America including Brazil. They will be able to make comparisons of the same geographical features in different countries using maps and aerial photographs. They will be able to describe how physical activity has changed the physical characteristics of a place in the world.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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	**Year 3** _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 geographical features in different countries. Identify how people both damage and improve the environment. Identify changes in the local and global environment. _Practical_ Locate geographical features on a map or atlas using symbols shown in a key. **Year 4** _Knowledge & Understanding_ Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world. 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. _Practical_ 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.	To know that Africa is a continent. To know that Africa is made up of lots of different countries. To know that parts of Africa are rural. To know that parts of Africa are urban. To know that Africa's population is growing. To know that Africa's population is young. To know what Fair Trade is. To know examples of Fair Trade products. To be able to compare Africa's physical geography to the UK's. To locate some of Africa's geographical features on a map or atlas.	country continent border landlocked climate human feature physical feature trade/fairtrade/produce
	Assessment of Skills	**Assessment of Knowledge**	
	Locate geographical features on a map or atlas using symbols shown in a key. **(Y3)** Identify how people both damage and improve the environment. **(Y3)** Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries in the world. **(Y4)** Explain how people try to sustain environments. **(Y4)**	What is Africa? Can you name a country in Africa? Is Africa rural or urban? Can you explain what is happening to Africa's population? What is Fair Trade? Can you give some examples of Fair Trade products? How is Africa's geography different to the UK's? How is Africa's geography similar to the UK's? Can you find _____ on a map of Africa using the symbols?	

Pencil work, range of materials		Topic: Out of Africa	Term: Spring 1	Year 3/4 cycle 2

Foundations of previous learning:
Year 3 children will have looked at sculpture and experimented with recreating them using everyday objects.
Year 4 children will have experimented with a variety of ways to record ideas.

Unit Learning			
NC Objective - Coverage	**Skills**	**Knowledge**	**Vocabulary**
Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Year 3 Use sketchbooks to records drawings from observations Begin to include detail within work Experiment with a wider range of materials Use a variety of ways to record ideas including digital cameras and iPads Develop in confidence when adding greater detail and texture to 3D work Begin to use artistic/visual vocabulary to discuss work. Year 4 Develop the range of work recorded in sketch books Experiment with different tones using graded pencils Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work Present work in a variety of ways	To know that a range of materials can be used to create an African mask. To know that different graded pencils create different tones. To know that I can record and collect ideas for my art work using an iPad. To know that I can represent my work in a variety of ways.	African mask Traditional Range Materials Graded pencils Tones Record Collect Represent Variety
	Assessment of Skills	**Assessment of Knowledge**	
	Year 3 Experiment with a wider range of materials. Use a variety of ways to record ideas including digital cameras and iPads. Year 4 Develop the range of work recorded in sketch books. Present work in a variety of ways.	What materials could you use to create an African mask? How could you create different tones using pencils? How can you record and collect ideas for your art? How could you represent your work?	

Physical Education

Dance	Term: Spring 1	Year: 3/4 cycle 2

Foundations of previous learning:

Year 1: Accurately shadow a partner's movements. Create simple movement patterns, showing awareness of rhythm. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words. Respond to different stimuli with a range of actions Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement Choose movements to make into their own phrases with beginnings, middles and ends Practice and repeat their movement phrases and perform them in a controlled way Know where their heart is and understand why it beats faster when exercising Use simple dance vocabulary to describe movement Talk about dance, linking movement to moods, ideas and feelings To identify and show their understanding *Assessment: Compose and perform a phrase in dance with a beginning, middle and end.*	Year 2: Perform some dance moves, showing rhythm and choosing the best movements to show my ideas. 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. Talk about different stimuli as the starting point for creating dance phrases and short dances. Explore actions in response to stimuli Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range Choose movements to make into their own phrases with beginnings, middles and ends Practice and repeat their movement phrases and perform them in a controlled way Know where their heart is and understand why it beats faster when exercising Use simple dance vocabulary to describe movement Talk about dance, linking movement to moods ideas and feelings To identify and show their understanding. To perform as an individual and as part of a team *Assessment: Improvise and experiment with actions to explore ideas, moods and feelings in dance.*	Year 3/4 Cycle 1 Show an imaginative response to different stimuli through their use of language and choice of movement Incorporate different qualities and dynamics into their movement Explore and develop new actions while working with a partner or a small group Link actions to make dance phrases, working with a partner and in a small group Perform short dances with expression, showing an awareness of others when moving Describe what makes a good dance phrase In simple language, explain why they need to warm up and cool down Sustain their effort in their dances Use a range of expressive language to describe dance Recognise unison and canon and suggest improvements Assessment : Explore and develop new actions for a dance phrase incorporating different qualities and dynamics.

Unit Learning

NC Objective - Coverage	Skills and Knowledge	Vocabulary
Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To explore and create characters and narratives in response to a range of stimuli To use simple choreographic principles to create motifs and narrative To perform more complex dance phrases and dances that communicate character and narrative To describe, interpret and evaluate their own and others' dances, taking account of character and narrative To know and describe what you need to do to warm up and cool down for dance To understand how to adapt their skills and knowledge from previous weeks into a performance situation.	Analyse Evaluate Vary Combine Stimulus Continuity Choreograph Phrases Character Narrative Movement performance
	Assessment	
	Use a range of actions in a dance phrase, varying/combining spatial patterns, speed, tension and continuity.	

Buddhism: Buddha's Teachings	Year: 3/4 Cycle 2	Term: Spring 1

Foundations of previous learning:

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.

To know who Siddhartha is and his role.

To be aware of key figures within other main religions and how they influence the lives of others following that faith.

Unit Learning			
NC Objective - Coverage	**Skills**	**Knowledge**	**Vocabulary**
Could the Buddha's teachings make the world a better place? • To understand the teachings of the Buddha and explore what he taught about change.	**Thinking about religion and belief** Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs **Enquiring, investigating and interpreting** Gather, select, and organise ideas about religion and belief 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 **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 **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 know that there are many reasons why people may be suffering. To know that Buddhists believe Siddhatta taught many truths. To understand that Buddhists believe that everything changes all of the time. To know how their life has changed over time. To understand how changes influence feelings. To understand the meaning of greed and selfishness. To know the story of Buddha and the Angry Elephant. To understand how Buddhas teachings influence actions.	Buddha Bodhi 8-fold-path Enlightenment Siddhatta
	Assessment of Skills	**Assessment of Knowledge**	
	I can suggest why there may be problems in the world and how people could solve them. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.	I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.	

Knowing My Tables with Kudo	Topic: Programming	Year: 4	Term: Spring 1

Foundations of previous learning:

Children from Year 3 are be able to…
- break an open ended 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	
To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts To use sequence, selection, and repetition in programs; work with variables and various forms of input and output To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	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.	To use a variety of tools to create a program. To know that I need to keep testing my program while I am putting it together. To recognise an error in a program and debug it. Tio recognise that an algorithm will help me sequence programs that are more complex. To use logical thinking to solve an open-ended problem by breaking it up into smaller parts.	Algorithm Background Block Collaboration Computational thinking Control Costume Debug Design Effect Event Forever Imagine Implement Input Make mistakes Movement	Pattern Output Persevere Repeat Rotation Selection (If Then) Sequence Sprite Stage Wait / Pause

Assessment of Skills	Assessment of Knowledge
Can you select a different type of ground for each of the 10 arrays? Can you create a simple algorithm to make an object move around a given area and recognise that the algorithm can be altered to make the object more controllable? Can you create a program to score a point when an object is touched and to ask a question at the same time? Can you talk through an algorithm for simple times table game, where the Rover asks a question and has to pick the apple with the correct answer? Can you detect and correct any errors in my program? Can you plan a times tables game where the incorrect answer results in the end of the game?	

Dreams and Goals		Jigsaw	Year: 3/4 Cycle 2	Term: Spring 1
Foundations of previous learning: Y1 - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it, I know how to store the feelings of success in my internal treasure chest Y2 - I can explain some of the ways I worked cooperatively in my group to create the end product, I can express how it felt to be working as part of this group				
Unit Learning				

Themes (Puzzle pieces)	Outcomes	Vocabulary
Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it	I can tell you about some of my hopes and dreams I know how it feels to have hopes and dreams I understand that sometimes hopes and dreams do not come true and that this can hurt I know how disappointment feels and can identify when I have felt that way I know that reflecting on positive and happy experiences can help me to counteract disappointment I know how to cope with disappointment and how to help others cope with theirs I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group I can enjoy being part of a group challenge I can identify the contributions made by myself and others to the group's achievement I know how to share in the success of a group and how to store this success experience in my internal treasure chest	Hopes Dreams Hurt Disappointment Positive Disappointment Goals Resilient Attitude Achieve Goal Contribution
	Assessment	
	Year 3 I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest **Year 4** I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude	

MFL

Parts of the body, zoo animals, quantifiers, Christmas	Lessons 1-7	Year: 4	Term: Autumn

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.

Unit Learning			
NC Objective - Coverage	**Skills**	**Knowledge**	**Vocabulary**
Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Engage in conversations; ask and answer questions

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Read carefully and show understanding of words, phrases and simple writing

Appreciate stories, songs, poems and rhymes in the language | Listen to and follow a short story
Identify adjectives in a text and recognise that they can change spellings
Listen for specific words and phrases
Pronounce some words accurately
Understand that all nouns have a gender
Ask how to say something in French
Listen for a key sound as it occurs in a rhyme
Appreciate similarities between English and French nursery rhymes
Recite a nursery rhyme
Follow a text as it is read aloud
Follow a story using visual clues
Recognise some letters of the alphabet
Listen for sounds, rhyme and Rhythm
Say 6 vowel sounds in French
Write simple words and phrases following a model
Read words aloud with accurate Pronunciation
Participate in a short drama
Play a game, communicating in French | To know:
Parts of the body:
Adjectives:
How to ask for French translation
Zoo animals
Some letters of the alphabet
Quantifiers | Une tête / Le tigre
un nez / l'éléphant
des dents / l'ours
des cheveux / la souris
des yeux / le lion
une bouche / la giraffe
des oreilles / le singe
Grand / le crocodile
Petit / le pingouin
Gros / Un bonhomme de neige
Long / un chapeau
Pointu / une écharpe
La jambe / des gants
le pied / un manteaux
le ventre / il fait froid
la main / il neige
le bras / être
l'épaule / Il est
le genou / Elle est
Comment dit-on… en français? / Gentil
Rigolo
féroce |
| | **Assessment of Skills** | **Assessment of Knowledge** | |
| | Ask and answer questions in French, recording in own writing.

Follow a text as it is read aloud | What is this body part?
What is this zoo animal?
What letter is this? | |