

<p>Class: Corve (Year 3&4)</p> <p>Title: Our Local Area & Coasts</p> <p>Cycle Year: 1</p> <p>Term: Summer</p> <p>Educational Visits: Museum of Iron & Ironbridge Museum</p> <p>Develop our English skills through the stimuli of:</p> <ul style="list-style-type: none"> Reading spine texts: The Butterfly Lion by Michael Morpurgo, The Tunnel by Anthony Browne (Picture book), The Cave of Curiosity by Pie Corbett (Poem) and Ducks Ditty by Kenneth Grahame. Explanation of a life cycle of a flowering plant. Recount writing based on our class trip/residential. Narrative: retelling the story The Tunnel. Talk for writing: evidence of dragons unit including persuasive writing and diary writing. Poetry: the children write their own poem inspired by the Cave of Curiosity. <p>Please see English assessment sheets for further guidance.</p> <p>Develop our Maths skills through key foci of:</p> <p>In line with the Herts for learning guidance:</p> <ul style="list-style-type: none"> Number and Place Value Reasoning 2 – Decimals (Y3 – tenths. Y4 – hundredths). Measurement Reasoning 1 – Comparing, estimating and calculating with measures. Measurement and Statistical Reasoning 2 – Time, Timetables and Times Graphs. Operational Reasoning – Understanding and Applying the Four Operations. Proportional Reasoning 3 – Finding Fractions of Quantities by applying their times table facts (Y3: 3, 4 and 8s. Y4: all facts to 12X12). Y1: Roman numerals (Y3 – to 12. Y4 – to 100). Y1: 3D Shape – Building and Identifying Properties. Y1: Symmetry. Continuing to apply understanding to a range of reasoning and problem-solving tasks. <p>Developing the automaticity and fluency of number facts through Mastering Number.</p> <p>Please see skills and knowledge in year group assessment grids.</p> <p>As scientists we will focus on:</p> <p>Work scientifically: Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:</p> <ul style="list-style-type: none"> Ask relevant questions and uses different types of scientific enquiry to answer questions. Sets up simple practical enquiries, comparative and fair tests. Make observations, take accurate measurements using different scientific equipment. Gather, record, classify and present data in a variety of different ways to answer questions. Record findings using simple scientific language, drawings, diagrams, keys, charts and tables. Reports findings from enquiries in different ways. Use results to draw simple conclusions, make prediction, suggest improvements and raise questions. Identifies differences, similarities or changes related to simple scientific ideas and processes. Uses straightforward scientific evidence to answer questions to support their findings. Uses appropriate scientific vocabulary in their explanations. <p>Plants:</p> <ul style="list-style-type: none"> To revisit how to identify and describe the functions of different functions of flowering plants: root, stem/trunk, leaves and flowers. To revisit the requirements of plants for life and growth (air, light, water, nutrients from soil and room to go) and how they vary from plant to plant. Base an investigation on this learning: <p><u>Working scientifically investigation: How does light affect growing plants? Investigate the difference between different seeds and how they germinate.</u></p> <ul style="list-style-type: none"> Investigate the way water is transported inside plants. Explore the part that flowers play in the life cycle of flowering plants: pollination, seed formation, seed dispersal. To explore how plants can be classified into different categories: flowering and non-flowering plants, ferns and mosses. <p>Animals (including humans):</p> <ul style="list-style-type: none"> Identify that humans and some animals have skeletons and muscles for support, protection and movement. Recognise that living things can be grouped in a variety of ways (vertebrates and invertebrates; separating invertebrates into snails/slugs, worms, spiders and insects). Changes such as growing up; knowing our bodies; life cycles; where do things come from. Construct and interpret a variety of food chains, identifying producers, predators and prey (focus on coastal habitat). Recognise that environments can change and this can pose dangers to living things (positive: nature reserves eco parks and garden ponds. Negative: loss of habitat, overhunting, pollinator loss). Coral reefs research. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (research). <p>P.E.</p> <p>Physical activities and sports development in the areas below (following our progression of skills):</p> <ul style="list-style-type: none"> Striking and fielding: cricket and rounders. Athletics. Swimming. Tennis. Football with Kidderminster Harriers. OAA (Residential at Top Adventures). <p>As experts in computing we will:</p> <ul style="list-style-type: none"> Explore branching databases (3.6 2question). Explore simulations to replicate events or hypothetical situations (3.7 2simulate 2publish). Use the Microbits to program using: the sound sensors to control events and to use repeats. Further our graphing skills and decision making about the best graph to use before sharing it on a class blog (2graph 3.8). <p>Please see computing progression map for further guidance.</p> <p>R.E.: What kind of world did Jesus want?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Make clear links between the calling of the first disciples and how Christians today try to follow Jesus' example and be "fishers of people". Suggest ideas/find out what Jesus' actions towards outcasts mean for a Christian. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all – forgiveness, tolerance, charity, kindness. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible and life in the world today, giving a good reason for their ideas. 	<p>Personal, Social, Health and Economic Education (including Relationships and Sex Education).</p> <p>Pupils will have the opportunity to:</p> <table border="1"> <thead> <tr> <th>Relationships:</th> <th>Changing Me:</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Family roles and responsibilities. Friendship and negotiation. Keeping safe online and who to go to for help. Being a global citizen. Being aware of how my choices affect others. Awareness of how other children have different lives. Expressing appreciation for family and friends. </td> <td> <ul style="list-style-type: none"> How babies grow. Understanding a baby's needs. Outside body changes. Inside body changes. Family stereotypes. Challenging my ideas. Preparing for transition. </td> </tr> </tbody> </table> <p>As historians we will study our local area and:</p> <ul style="list-style-type: none"> Know that our locality is the area around our home or school. To understand different types of settlement and how settlements changed after the industrial revolution. To understand that the industrial revolution changed the population of the country. To understand the significance of Ironbridge and that this was part of the beginning of the industrial revolution. To understand that the industrial revolution improved manufacture and farming. Learn how Historians can find out about the past through studying buildings and architecture. examples could include: the Ironbridge, the Coalport China museum, the tar tunnel. <p>As geographers we will explore coasts and will:</p> <ul style="list-style-type: none"> Understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain). Describe and understand key aspects of the human geography of a coastal region in the UK, including: tourism, leisure activities, types of settlement, and land use, economic activity and safety (Southwest England). Describe the characteristics of settlements with different functions, e.g. features, settlements and activities associated with coastal towns, tourism/ports/docks. Locate and describe physical coastal features of coastal regions in the UK using simple geographical vocabulary to describe them. Discuss how coastal features change. Describe some advantages and disadvantages of living in hazard-prone areas (e.g. dangers of the sea – tides, cliff falls, erosion, flooding). Use an atlas to locate the UK and locate coastal areas. <p>As linguists we will explore the French language through:</p> <ul style="list-style-type: none"> All about me: body parts (incl. 'Head shoulders, knees and toes'). Making monsters – recap colours/clothes as well as body parts. A French Story: Va-t'en-grand monster vert. Numbers to 69. Food (incl. 'Hungry Caterpillar/ La Chenille Qui Fait des Trous. Ice Creams and opinions. Instructions to make. <p>As artists we will explore working in 3D:</p> <p><u>The Art of Display</u></p> <p>Disciplines: sculpture, sketchbooks</p> <p>Medium: Clay, Paper, Drawing Materials, Various Modelling & Construction Materials</p> <p>Artists: Anthony Gormley, Yinka Shonibare, Thomas J Price</p> <ul style="list-style-type: none"> Some artists display their art on plinths. Artists choose how to display their work to affect the way the audience sees the work. Use my sketchbook to collect ideas about how other artists' work is displayed. Use clay to make three dimensional sketches of figures sitting on "plinths". Use the clay to capture character/emotion of the body. <p>As designers we will explore pneumatic mechanisms:</p> <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> Understand and use pneumatic mechanisms. Know and use technical vocabulary relevant to the project. <p><u>Designing</u></p> <ul style="list-style-type: none"> Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. <p><u>Making</u></p> <ul style="list-style-type: none"> Order the main stages of making. Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. Select from and use finishing techniques suitable for the product they are creating. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> Investigate and analyse books, videos and products with pneumatic mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make. <p>As musicians we will:</p> <ul style="list-style-type: none"> Describe, compare and evaluate music from different eras using appropriate vocabulary; listen with attention to detail. Sing/perform with increasing confidence, fluency, expression and technique. Demonstrate an understanding of metre; conduct in different metres. Whole class ocarina lessons (see progression for skills and knowledge). 	Relationships:	Changing Me:	<ul style="list-style-type: none"> Family roles and responsibilities. Friendship and negotiation. 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