

In this topic children gain a geographical understanding of South America, the different biomes that exist and will focus specifically on rainforests. The children will become more confident at using an atlas to find and use maps and explore different physical features using a key.



History

Geography

Science

Computing

PSHE

Intent—

Intent - to develop locational knowledge & climates zones through investigating the Amazon in Cycle A.

Intent—

Intent—to create media content involving identifying devices & understanding copyright implications.

Intent— to understand ways to stay safe on line and prepare themselves for the changes that may happen during puberty.

Prior Learning— To be able to develop an understanding of how people lived in Britain in prehistoric times and how & why his changed.

Prior Learning— In Y1/2 the children used maps to identify different continents.

Prior Learning— to develop an understanding of the states of matter.

Prior Learning— to gain a greater understanding of the internet - what it is and how to be critical learners.

Prior learning— Children have learned about their online identity and the importance of being kind online.

Sequence of learning

None this half term.

Sequence of learning

1. Biomes/ climates identifica-tion.
2. Mapping of S. America— countries & capital cities.
3. Mapping of South America— physical features (rainforests, deserts, mountains, rivers.
4. Rainforest layers.
5. Life in the Rainforest
6. Rainforest food .
6. Trade routes.
7. Threats & value.

sequence of learning

None this half term.

Sequence of learning

1. Digital recording.
2. Recording sounds.
3. Creating a podcast.
4. Editing digital recordings.
5. Combining audio.
6. Evaluating podcasts.

Sequence of learning

- Describe some of the best ways to avoid being tricked by fake emails.
- Understand the reasons for legal age restrictions.
- Demonstrate an understanding of how search engines work and whether information is useful.
- Understand some of the risks of smoking and some of the benefits of being a non-smoker.
- Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.
- **Year 3 only**—Understand choices that they can make and those that are made for them.
- Learn what to do in a medical emergency, including calling the emergency services.
- Explain rules for keeping safe near roads.
- **Year 4 only**—Understand the influence people we know might have on us and beginning to recognise this influence might not always be positive.
- Understand that they will change physical-ly as they develop into adults. Understand the changes they have already gone through and aware of some changes to come.

Next Steps— Historical knowledge will be revisited in Cycle B Term 1

Next Steps— local geographical knowledge & land use.

Next Steps— In Cycle A Term 4, learners will develop an understanding of light and shadows.

Next Steps— Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns.

Impact

Impact

Children will have an understanding of a non-European area, use atlases & maps & understand the values of a rainforest biome to the rest of the world.

Impact

Impact

Children will become familiar with input & output devices required to work with sound. They will be able to record audio of themselves, edit & evaluate it.

Impact

Children will know different ways that they can stay safe both online and in person. They will also be able to understand, and be prepared for, changes that will happen in their bodies as they grow.



Art

D & T

Music

French

Texts that match our topic

Intent—

Intent— Using a range of materials, design and make a boat on wheels with a working slingshot mechanism and house the mechanism using a range of nets.

Intent— to be able to recognise, identify and play notes D, E & F on the glockenspiel, including a performance piece.

Intent— to be able to recall colour, shape and size. To be able to count to 12 and ask and answer questions about their age.

Prior Learning— to develop an understanding of prehistoric art using various styles & resources while considering the use of a colour palette.

Prior learning— to design a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect.

Prior learning—

Prior learning— last term the children learned about colour, shape and size, and used it to learn about the work of Henri Matisse.

None this term.

Sequence of learning

1. Chassis & launch mechanism
2. Designing the car body
3. Making the car body
4. Assembling & testing

Year 4 would have started this last year, so this will be a recap for them, this is new learning for year 3. Both year groups will perform for the first time during this unit.

Sequence of learning

1. learn to play notes D & E
2. Practise notes D & E together following along with a piece of music.
3. Learn how to play note C and combine with note D
4. Learn how to play note F and combine with D & E
5. Learn how to play C, D, E & F together alongside a piece of music. Perform.

Sequence of learning

- 1 & 2 - learning to count to 6, then onto 12
- 3—ask and answer questions about their age.
- 4—read numbers in French
- 5—learn and play some playground games in French.

Next steps— Formal elements of art in the Summer term.

Next steps—next term children will revisit mechanisms and make a boat to travel down the Amazon river.

Next steps—children will continue performance practise by singing to a famous piece.

Next steps— in the next module, children will learn about French in the classroom.

Impact

Impact

Impact

Impact—Children will :

The children will be able to measure, mark, cut and assemble with increasing accuracy and consider air resistance.

Children will be able to confidently play notes C, D, E & F along to a piece of music in front of an audience.

Recall all numbers one to six, with generally accurate pronunciation.
Respond to numbers by showing fingers or ticking on whiteboards. Change their answers and recognise number words.
Ask and answer a question about their age.
Listen carefully and relate sounds to a written phoneme.
Recall numbers one to twelve with increasingly accurate pronunciation.

