

Geography—Somewhere to Settle

Location knowledge:

Locate the world's countries using maps to focus on key areas studied

Name and locate counties and cities of the UK

Place Knowledge

Understand geographical similarities and differences through the study of the human geography of a region of the U

Understand geographical similarities and differences through the study of the physical geography of a region of the UK

Human and Physical Knowledge

Describe and understand key aspects of physical geography—the water cycle and mountain formation

Describe and understand key aspects of human geography—settlement and land use

Geographical skills and fieldwork

Use symbols and keys (including OS maps) to build knowledge of the UK

Use fieldwork to observe and present human and physical features in the local area using sketch maps

Activities include:

Making a 3D model of a river from source to mouth—link to DT

Choosing where they would place a settlement using their knowledge of physical geography and maps

French

Listen attentively to spoken language and show understanding by joining in and responding.

Develop accurate pronunciation and intonation of familiar words and phrases

Topics include

Describe what they are wearing

Ask for something to eat

State their food preferences

P.E.

Fielding and batting—Cricket, Rounders

Somewhere to Settle

Science—Plants and Habitats

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

Investigate the way in which water is transported within plants

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Recognise that living things can be grouped in a variety of ways

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Recognise that environments can change and that this can sometimes pose dangers to living things

Activities include:

Planting and growing lettuce

Seed dispersal and water investigations

Design and Technology

Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Select from and use a wider range of tools and equipment to perform practical tasks.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Activities:

Creating a 3D model of the river system

Maths

Y3:

count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

add and subtract fractions with the same denominator within one whole

compare and order unit fractions, and fractions with the same denominators

measure, compare, add and subtract mass (kg/g); volume/capacity (l/ml)

estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours

compare durations of events

draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

recognise angles as a property of shape or a description of a turn

identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle

identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Y4:

Using their knowledge of place value to write, organise and compare decimals to 2 decimal places

Add and subtract amounts of money using both £ and p, including finding change

Convert between £ and p

Tell the time to the minute using both analogue and digital clocks including 24 hour

Interpret charts and line graphs

English

Reading

Identify themes and conventions in a wide range of books.

Discussing words and phrases that capture the reader's interest and imagination.

Drawing inferences such as inferring characters' feeling, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated and implied.

Identifying main ideas drawn from more than 1 paragraph and summarising these.

Writing— Rewriting a story from a different point of view, Letter writing, Understanding and Performing Plays

Plan writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas.

Draft and write by: organising paragraphs around a theme; in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices.

Proofread for spelling and punctuation errors.

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

Using conjunctions, adverbs and prepositions to express time and cause

Using fronted adverbials; using commas after fronted adverbials.