Mill Lane Community Primary School

**Termly Overview for Years 3 and 4**

***RAINFORESTS – Spring Term 2018***

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| **Weeks and Events** | **Computing** | **Literacy – Text: The Great Kapok Tree** | **Maths** | **Science** | **Art/ DT** | **Geography** | **RE** | **PE/PHSE 2 WEEK CYCLE** | | | | | **Music/French 2 week cycle** | | | | | |
| **w/c 7.1.19**  Integrated day – I’m a year 3 4-Get me out of here | Children work at own pace over the next 6 weeks.  **Scratch project: ‘Green your City’**  Design a city and animation by applying algorithms and codes | Listen, map and retell a story | Year 4: convert between analogue and digital 12 and 24 hour clock /solve problems using time | To identify the functions of different parts of flowering plants | to observe and sketch exotic fruits using pencil or charcoal | I’m a year 3 4-Get me out of here!  name and label countries where rainforests are found  name some animals that live in the rainforest | Name the main Hindu deities and symbols | Dance (Water themed): To respond to stimuli, creating movement phrases using specific skills | | | PSHCE: Exploring friendships | | Music: identify the musical elements (loud and quiet) and define them | | | | | French: Identify the different seasons |
| **w/c 14.1.19**  **Tech Week** |  | sensory description writing about fruits  grammar: expanded noun phrases | Year 4: compare and estimate measures, including money | To explore the requirements for a plant to live and grow | use watercolours to form line, technique and other observations | name the layers of the rainforest and understand their climate  understand the terms tropics of Cancer and Capricorn – latitude and longitude |  |
| **w/c 21.1.19** |  | setting description writing about rainforest  grammar: fronted adverbials | Year 4: convert between different units of measure | to investigate how plants reproduce | evaluate sketches using artistic language | describe the different plants found in each layer of the rainforest | identify where Hindus worship | To design own movements to represent water /waterfalls/rivers  Etc | | | | PSHCE resolving conflict | Music: Explore and discover sounds makers of environment (including own body and voice) – show  Perpetuum Jazzile) creating rainforest noises by hands | | | | French: to be able to speak a sentence t describe the weather | |
| **w/c 28.1.19** |  | Diary writing linked to text.  Grammar: conjunctions, adverbs and prepositions to express time and cause | Year 4: Property of 2D shapes | To investigate the way water is transported within plants | DT: Stitching of fruits | ***The Amazon (double lesson)***  describe the similarities and differences between the rainforest and a local forest | locate where Hinduism was founded |
| **w/c 4.2.19**  Year 3-4 class trip: Botanic Gardens or ‘dome visit’ |  | Diary writing linked to text.  Grammar: tenses | Year 4: classify and compare triangles and quadrilaterals | To explore the reproductive parts of a flower | DT: Stitching of fruits | learn and retell a Hindu story | To link and combine movements phrases and patterns | PSHCE: equal and happy relationships/acts of kindness | | | | Music: Create a piece of music create own rainforest sounds using body and voice. | | | French: I can describe weather around the world | | |
| **w/c 11.2.19** |  | ‘Go Writing’ based on class text. Diary or description | Year 4: angles | to explore the part in life cycles of a flowering plant | evaluation of finished product | understand what deforestation means | learn and retell a Hindu story |
| **w/c 18.2.19** | H | A | L | F |  | T | E | R | | | | | M | | | | | |
| **w/c 25.2.19** |  | persuasive writing techniques |  | To explore the rainforest as a habitat | design animal prints | To describe the animals and plants living in the rainforest |  | To perform a short dance with expression | | PCHSE: to understand how humans effect the environment (link to topic) | | | Drumming | | French: to describe different holidays | | | |
| **w/c 4.3.19**  **Book Week** |  | ‘ Go Writing’ letter writing – ‘Save the Rainforest’ |  | To understand food chains and the role different plants and animals | create a printing block based on original design | Understand destruction of the rainforest /protecting the rainforest |  |  | | | | | |
| **w/c 11.3.19** |  | poetry – research famous poetry linked to the rainforest ( Tiger Tiger) |  | To understand the human digestive system | create animal prints onto materials | understand the lives of tribes in the rainforest |  | Respond to changing stimulus | | PCHSE: to understand the importance of water to our environment | | | Drumming | French: to answer questions regarding different sports | | | | |
| **w/c 18.3.19** |  | ‘Go writing’ Rainforest poetry |  | to identify the different types of teeth in humans and their functionsChildren wor | Finishing off | understand the lives of tribes in the rainforest |  | Drumming | | French: to identify and describe different hobbies | | | |
| **w/c 25.3.19**  All Around the World Week |  | writing linked to the topic | Money/mixed operation money problems –linked to local currency. | Science linked to plants/animals and the topic | Art related to the topic | Topic linked to country |  | To use a range of dance techniques to create a movement sequence | | | | |  | | | | | |