|  |  |  |
| --- | --- | --- |
| Year Group – 3/4Teacher/s – Lucia Nagington / Eleanor Mavin | Topic Title / Theme – Animals including humans, Europe | Term – Summer 1 |
| Entry Point – Science – Animals including humans (Year 4) - Children will expand on their learning from year 3 about how animals, including humans, need to get nutrition from what they eat.Entry Point – History – Europe – knowing what country and continent is and understanding the difference, number of continents  | Exit Point – Science – Animals including humans - Children can name the different types of teeth found in humans. They can explain their function. Children can explain what tooth decay is and how to look after our teeth. Children can describe the simple functions of the basic parts of the digestive system in humans. Children can construct and interpret a variety of food chains, identifying producers, predators and prey.Exit Point – History – Europe – Planning a holiday in a European destination (Athens) | Visits/ Visitors / Special Arrangements – * French - **Lesson 5: Visiting a French market** – Children to create their own French market in the classroom (bring in French food, question and answer in French, using money -euro currency)
 |
| Topic Overview – * Science – Animals including humans - Firstly, children will learn about the different types of teeth and the importance of good dental hygiene, before planning and carrying out an investigation into tooth decay using an egg as a model tooth. They will then learn about the parts and functions of individual organs of the human digestive system and carry out their own scientific demonstration of the process using everyday household items. Children will then learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and food chains. They will extend their understanding of food chains from key stage 1 to include more complex chains, using the terms ‘consumers’ and ‘producers’ and compare food chains in different habitats. Finally, children will compare the teeth of different types of animals and apply their understanding to make links with their role in the food chain.
* History – Europe – Lesson 1 key learning points - Europe extends from the Atlantic Ocean (west) to Asia (east), to Arctic Circle (north) to the Mediterranean Sea (south). Atlas maps and a globe can be used to identify the location of countries in Europe. Each European country has a capital city. Some major cities in Europe have global importance. The locations and features of European cities can be investigated using a wide range of resources, atlases and maps. Lesson 2 key learning points - The climate in Europe is seasonal and very varied. Southern areas of Europe around the Mediterranean are mild in winter and hot in summer and attract a lot of tourists. The west of Europe receives more rainfall than the east of Europe because it is close to the Atlantic Ocean. Lesson 3 key learning points - Atlas maps can be used to investigate the key physical features of Europe. Europe has a diverse range of physical geographical features such as mountains and rivers. The Alps and the Pyrenees are major mountain ranges in Europe. Europe is home to some major rivers including the Volga, the Danube and the Rhine. The Mediterranean Sea and Atlantic Ocean both border countries in Europe but are very different in size and character. Europe has diverse human geographical features (cities, road and rail networks, types of farming and industry). The key human features of Europe can be investigated using a wide range of resources, atlases and maps. Comparing physical and human maps can reveal spatial patterns. Lesson 4 key learning points - Countries in Europe are popular tourist destinations for different reasons. Physical features such as mountains and coastlines attract many tourists each year. Tourism can provide many economic benefits but can have environmental problems.
 | Outdoor Learning –  |
| Cultural Capital opportunities –  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Week 1****28/04/25** | **Week 2****05/05/25** | **Week 3****12/05/25** | **Week 4** **19/05/25** |
| **Guided Reading (weekly) / RWI Phonics (daily):** | Fantastically Great Women who Saved the Planet(introduction, glossary, Isatou Ceesay page) **Mastery focus: Structure and organisation** Identify how language, structure and presentation contribute to meaning  | **Monday 5th May – BANK HOLIDAY** | *Fantastically Great Women Who Saved the Planet* by Kate Pankhurst (Isatou Ceesay page) **Mastery focus: Summarise** 1. Identify main ideas drawn from more than one paragraph and summarise
 | *Fantastically Great Women Who Saved the Planet* by Kate Pankhurst(Eugenie Clark page) **Mastery focus: Structure and organisation** 1. Identify how language, structure and presentation contribute to meaning
 |
| **Writing: (4x weekly)***Refer to Pathways to Write***Handwriting (daily):***\*Regularly**Refer to Letter Join scheme and Presentation Policy* | Lesson 1 – 29th April – To make predictions based on the front cover of the book.Lesson 2 – 30th April – To use expanded noun phrases to improve example sentences. Lesson 3 – 1st May – To use paragraphs to organise information for a tourist website about the history of the Daintree rainforest.Lesson 4 – 2nd May – To use dictionaries to create a rainforest gallery. Handwriting: actually business caught complete consider grammar guard increase important library medicine minute notice possible purpose quarter question suppose  | Lesson 5 – 6th May – To use the possessive apostrophe with plural nouns to create a packing list of essential items for an expedition. Lesson 6 – 7th May – To use appropriate intonation to write and read an improved voiceover. Lesson 7 – 8th May – To use paragraphs to organise information describing the dangers facing the rainforest and the solutions. Lesson 8 – 9th May – To record ideas from a piece of non-fiction text to write a paragraph using a picture.Handwriting:  couldn’t shouldn’t wouldn’t here’s there’s they’ll you’ll he’d she’d we’d  | Lesson 9 – 13th May – To use plural apostrophes to write a postcard.Lesson 10 – 14th May – To use paragraphs to organise information in a report.Lesson 11 – 15th May – To discuss the structure of other writing to plan an information board. Lesson 12 – 16th May – Independent write – To make a zoo information board for a rainforest exhibit (introduction and paragraph 1)Handwriting:  dangerous enormous famous furious jealous mountainous poisonous tremendous various virtuous  | Lesson 13 – 20th May – Independent write – To make a zoo information board for a rainforest exhibit (paragraph 2 and 3)Lesson 14 – 21st May – Independent write – To make a zoo information board for a rainforest exhibit (interactive elements opportunity GD – themed quizzes and games to go with pictures, short voiceover to go with information board)**22nd May – GUIDED READING -** *Fantastically Great Women Who Saved the Planet* by Kate Pankhurst (Anita Roddick page) **Mastery focus: Summarise** Identify main ideas drawn from more than one paragraph and summarise **23rd May – GUIDED READING -** *Fantastically Great Women who Saved the Planet* by Kate Pankhurst(Edith Farkas) **Mastery focus: Infer** Identify themes and conventions in a wide range of books Handwriting: courageous courteous curious glamorous hideous humorous obvious outrageous serious spontaneous vigorous  |
| **Punctuation, Spelling and Grammar:***Refer to Pathways to Spell programme*  | Mastery focus – word list Years 3 and 4 | Mastery focus – Contractions (year 2) | Mastery focus – the suffix -ous | Mastery focus – the suffix -ous |
| **Spoken Language**:e.g. drama, performance poetry, debate, discussion, role play, presentations. | Lesson 3 - Create 3 group freeze frames for the past, present and future of the Daintree forest. Write captions on whiteboards beginning, ‘*My father says…*’ Think of another refrain that would have an effect on the reader *e.g. the mighty forest, the lost forest, I was once in a place where.* Model an example *e.g. I was once in a place where dinosaurs walked - I was once in a place where the mighty diplodocus roamed.*  | Lesson 6 – Pupils work in pairs to continue to write and improve a short voiceover of their own. **Greater depth: Add advice notes to the script for the reader – emphasis, pauses, intonation, etc.** Model reading the voiceover aloud showing the difference between reading with appropriate intonation, tone and volume and without. Give pupils the opportunity to read their voice over with the partner and receive feedback. Lesson 7 – Discuss strategies for effective presentation. How can you tell your audience is listening and interested in what you have to say? What can you do to maintain their interest? Pupils present their chosen facts to the class in pairs as experts following the sentence structure above to begin. Use props, diagrams on large sheets of paper, invented names etc to add to the drama. Pupils give feedback to pairs on how they were able to capture the interest of the audience through their presentation.  | Lesson 9 – Model how to read a postcard aloud with appropriate intonation, controlling the volume and tone so that meaning is clear by doing it badly at first, taking advice from pupils and then rereading as a good model. Give pupils to opportunity to read their writing aloud to a partner focusing on intonation, tone and volume. Partners should give feedback on this as well as proposing changes to improve consistency.  |  |
| **Maths (daily)**:*Refer to NCETM and White Rose*  | Lesson 1 - **Tell the time to 5 minutes**Lesson 2 - **Tell the time to the minute**Lesson 3 - **Read time of a digital clock**Lesson 4 - **Use a.m. and p.m.**Lesson 5 - **Convert between analogue and digital times** | **Monday 5th May – BANK HOLIDAY**Lesson 6 - **Convert between 12- and 24-hour clock times**Lesson 7 - **Hours, minutes and seconds**Lesson 8 - **Find and use durations**Lesson 9 - **Years, months, weeks and days** | Lesson 1 - **Tenths as fractions**Lesson 2 - **Tenths as decimals**Lesson 3 - **Tenths on a place value chart**Lesson 4 - **Tenths on a number line**Lesson 5 - **Hundredths as fractions** |  Lesson 6 - **Hundredths as decimals**Lesson 7 - **Hundredths on a place value chart**Lesson 8 - **Halves and quarters as decimals**Lesson 9 - **Make a whole**Lesson 10 - **Partition decimals** |
| **Science:***\*2 hours a week**Refer to Science Long Term plan* | **Animals including humans** To discuss how to keep teeth healthy; plan and set up an investigation into tooth decay. | To draw conclusions from an investigation about keeping teeth healthy and to identify and examine different types of teeth. | To identify the parts of the digestive system and their function. | To demonstrate and explain the process of digestion. |
| **R.E (weekly)**Refer to Understanding Christianity Scheme of work, RE Today and school LTPs  | **What is it like for someone to follow God?**L.O -To explain the qualities that Noah needed to be able to obey God | L.O – To analyse and explain the difficulties that Noah might have had in following God.  | L.O – To explain the symbols used at a wedding and their importance/meaning | L.O – To Explain why God’s promises are important to Christians |
| **Computing (weekly)**Refer to Teach Computing/Project Evolve | **Programming B – Repetition in games**Using loops to create shapes.  | **Programming B – Repetition in games**Different loops. | **Programming B – Repetition in games**Animate your name. |  **Programming B – Repetition in games**Modifying a game.  |
| **History (weekly)****Refer to Medium term plans (ALTERNATE HALF TERMS)** |  |  |  |  |
| **Geography (weekly)*****Refer to Medium term plans*****(ALTERNATE HALF TERMS)** | **Europe – What makes Greece such a holiday hotspot?**Lesson 1 – Using maps to locate the countries of Europe. L.O To use atlas maps and a globe to locate the continent and countries of Europe and their capital cities. | **Europe – What makes Greece such a holiday hotspot?**Lesson 2 – Weather and climate in Europe. L.O I can identify different climate zones in the world and describe the climate of different countries in Europe.(Comparing Greece and the UK). | **Europe – What makes Greece such a holiday hotspot?**Lesson 3 – Human and physical features. L.O To use digital and atlas maps to identify and locate key physical geographical features of Europe.L.O I can describe key features of the human geography of Europe and use atlas maps to identify spatial patterns.(Comparing Greece and the UK). | **Europe – What makes Greece such a holiday hotspot?**Lesson 4 – Tourism. L.O I can use different sources of information to choose and plan a holiday in a European country.(Athens as a holiday destination) |
| **Music (weekly)**Refer to Shropshire Music Service | **Class composing unit** | **Class composing unit** | **Class composing unit** | **Class composing unit** |
| **French (weekly)**Refer to Kapow | Bon Appetit - **Naming French fruits -** To identify cognates and near cognates and use the correct definite article. | Bon Appetit - **Sing for your supper! -** To express opinions using plural nouns. | Bon Appetit - **How much does it cost? -** To read and say amounts of money in French. | Bon Appetit - **Daily offers -** To learn the days of the week in French.Bon Appetit - **Visiting a French market -** To identify and use familiar phrases in a French conversation. |
| **D.T. (4 – 6 sessions)****Refer to Kapow/ Medium term plans** **(ALTERNATE HALF TERMS)** |  |  |  |  |
| **P.S.H.E**. | **Health and Wellbeing** **Physical health and Mental wellbeing** H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle | **Health and Wellbeing** **Physical health and Mental wellbeing** H3. about choices that support a healthy lifestyle, and recognise what might influence these | **Health and Wellbeing** **Physical health and Mental wellbeing** H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle | **Health and wellbeing****Growing and changing**H5. about what good physical health means; how to recognise early signs of physical illness |
| **Art and Design** Refer to Access Art/ Long term plans | **Working in Three Dimensions – Sculpture, structure, inventiveness and determination**Lesson 1 - Introduce Artists that are Inspired by the Things Which Birds Can Teach Us. | **Working in Three Dimensions – Sculpture, structure, inventiveness and determination**Lesson 2 - Exploratory Mark Making – drawing nests. | **Working in Three Dimensions – Sculpture, structure, inventiveness and determination**Lesson 3 - Making Nests | **Working in Three Dimensions – Sculpture, structure, inventiveness and determination**Lesson 4 – Share, reflect and discuss. |
| **P.E.** Refer to peplanning.org/ Long term plans  | **Netball**Lesson 1 – Introduction and ball control  | **Netball**Lesson 2 – Passing: catching | **Netball**Lesson 3 – Passing: throwing | **Netball**Lesson 4 – Simple games |
| **Swimming** | **Swimming** | **Swimming** | **Swimming** |

*When planning consider what’s happening locally or nationally, what’s relevant, engaging and rooted in securing the children’s knowledge and developing their skills and understanding over a series of lessons.*

*All medium term planning should be sent to Eleanor Mavin and Julie Ball at the beginning of each new term.*