Cross-curricular English - persuasive writing—Save the Rainforests, poems, non-chronological reports.

Cross-curricular Maths - analysing information and putting into graphical form. Using statistics to make comparisons, shape; points on a compass, using standard units to measure.

Science

The Children will be covering the following:

(Year 4)

Living things and their habitats

Can they recognise that living things can be grouped in a variety of ways?
Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)
Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)
Do they recognise that environments can change and this can sometimes pose a danger to living things?

Exceeding

Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment?
Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus)
Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)

(Year 3)

Plants

Can they identify and describe the functions of different parts of flowering plants? (roots, stem/ trunk, leaves and flowers)?
Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?
Can they explain how they vary from plant to plant?
Can they investigate the way in which water is transported within plants?
Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?

Exceeding

Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)?

Geography

Can they find different views about an environmental issue? What is their view?
Can they suggest different ways that a locality could be changed and improved?

Exceeding

Can they explain how people are trying to manage their environment?
The children will be learning about fair trade.
Climate—weather and how it compares to other places.

Physical Geography

Can they use maps and atlases appropriately by using contents and indexes?
Can they confidently describe physical features in a locality?
Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?
Can they begin to use 4 figure grid references?
Can they make accurate measurement of distances within 100Km?

Exceeding

Can they explain why a locality has certain physical features?



P.E.

Y3: Invasion games / Striking and Fielding.
Y4: Ball Skills / Golf

Key Stage 2
Year 3, Year 4
Rainforests



PSHE & RE:

PSHE:

Fair Trade
Relationships

RE:

Year 3: Judaism Stories /Festivals / Celebrations
Year 4: Judaism Way of Life

GO BANANAS FOR FAIRTRADE

ART

Knowledge

Can they compare the work of different artists?
Can they explore work from other cultures?

Painting

Can they predict with accuracy the colours that they mix?
Do they know where each of the primary and secondary colours sits on the colour wheel?
Can they create a background using a wash?
Can they use a range of brushes to create different effects?

Year 3 and Year 4

Music

Year 3 - Structure in Music
Year 4 –Drumming lessons

French

Year 3— Pets and Animals



ICT:

Year 3/ Year 4

Using the Internet

Can they find relevant information by browsing a menu.
Can they search for an image, then copy and paste it into a document?
Can they use 'Save picture as' to save an image to the computer?
Can they copy and paste text into a document?
Do they begin to use note making skills to decide what text to copy?

Exceeding

Can they search by keyword using a child friendly search engine?
Can they bookmark a page in to your favourites?
Can they contribute to a class blog?
Can they use repeat command in logo to create a pattern?

