

Geography

We will:

Use maps, atlases, globes and digital/computer mapping to locate 12 major cities of the United States and research to discover their environmental regions and key physical and human characteristics...

Learn about the Colorado river and its key features and explain how the Colorado River has created the Grand Canyon

Explain why the Hoover Dam was created and debate the pros and cons of the Hoover Dam

Study British rivers, in order to understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region within North America.

Through the study of Native American society and history, to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

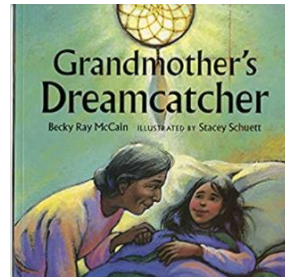
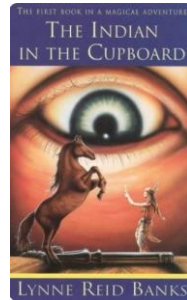
Road Trip USA

Years 3 and 4 Topic Web -
Summer Term 1 and 2

Class Books:

The Indian in the Cupboard By Lynne Reid Banks

Grandmother's Dreamcatcher By Becky Ray McCain



We will invite adults
into school...

Art and Design

We will:

Study the work of famous American artists Andy Warhol and Georgia O'Keeffe in order to know about famous artists and to draw in the style of a famous artist.

Explain how significant historical figures contributed to national and international achievements in a variety of areas.

History

We will:

Similarities and Differences: Compare two periods of history for Native Americans, identifying similarities and differences between them.

Significant individuals: Explain how significant historical figures (American Artists Andy Warhol and Georgia O'Keeffe) contributed to national and international achievements.

Cause and Consequence: Explain that an event can have more than one cause.

<p>English</p> <ul style="list-style-type: none"> • Newspaper report • Character Description • Instructions • Performance poetry 	<p>Identify features of newspaper articles: headline, introductory paragraph, the 5 W's, formal language, quotes, direct and reported speech, pictures and captions. Identify the 5 W's in introductory paragraphs and try writing their own introductory paragraph. Understand the difference between direct and reported speech. Plan and write their own newspaper article (including all features) about a grizzly bear escaping from New York City's Central Park Zoo. Edit and improve their work.</p> <p>Use fronted adverbials, expanded noun phrases and similes and metaphors to describe the character 'The Dream Giver'. Use ambitious vocabulary and vary sentence structure and lengths. Edit and improve their work.</p> <p>Understand what we use instructions for. Identify features of instructions: introduction, imperative/bossy verbs, adverbs, chronological order, materials needed and summary sentence. Use these features to write their own instructions on how to make a dreamcatcher. Read and evaluate theirs and others' instructions.</p> <p>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action. Discuss a range of poetry and identify how language, structure and presentation contribute to meaning. Discuss words and phrases that capture the reader's interest and imagination. Compose and rehearse sentences orally, building a varied and rich vocabulary and a range of sentence structures. Assess the effectiveness of their own and others' writing and suggest improvements.</p>
<p>Science</p> <p>Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans</p> <p>Sc4/2.2b identify the different types of teeth in humans and their simple functions</p> <p>Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>New learning and vocabulary dissolving, digestion, excretion, peristalsis, anus, duodenum, small intestine, large intestine, stomach, rectum, oesophagus, tongue, saliva, acid, bile, enzymes, incisors, canines, molars, predator, prey, producer, consumer, primary, secondary, tertiary</p> <p>Know that food passes through the body with the nutrients being extracted and the waste products excreted, and that this process is called digestion Know that the process of digestion involves breaking complex foodstuffs into simpler building blocks that can be absorbed by the body Know that the process of digestion begins with food being chewed in the mouth by the teeth and saliva added Know that a human has three types of teeth – incisors, canines and molars – and that these each perform different functions Know that incisors slice food, canines tear food (especially meat) and that molars grind food Know that children develop an initial set of teeth which are gradually replaced between the ages of 6 and 12 Know that food is squeezed down the oesophagus towards the stomach in a wave-like action called peristalsis</p>

	<p>Know that the stomach releases acid and enzymes to continue breaking down the food; the stomach is an organ; an organ is a part of living thing that is self-contained and has a specific important job</p> <p>Know that further enzymes and bile break down the food further as it moves through the duodenum towards the small intestine</p> <p>Know that the small intestine adds more enzymes and then absorbs the nutrients</p> <p>Know that the large intestine absorbs water from the undigested food</p> <p>Know that undigested food is stored in the rectum before being excreted through a muscle called the anus</p> <p>Know that a food chain traces the path of energy through a habitat</p> <p>Know that all energy for a food chain initially comes from the Sun which is absorbed and turned into energy by plants which are called producers</p> <p>Know that consumers take in energy by eating</p> <p>Know that an animal that is eaten by another is called prey, and that an animal that eats other animals is called a predator</p> <p>Know that the first consumer in a food chain is called a primary consumer, the second is called a secondary consumer and above it is called a tertiary consumer</p> <p>Know that the arrows in a food chain show the direction that energy is travelling through a habitat</p>
	<p><u>Other Areas of the Curriculum – not linked to the topic</u></p>
<p>Maths</p>	<p>In both year groups, we will build on our knowledge of decimals, applying this to money and converting between pounds and pence. We will use problem-solving and reasoning skills to work with money, adding different totals and finding change.</p> <p>We will learn to tell the time to the nearest minute using both analogue and digital clocks and find and compare durations. We will look at digital time and consider how to write and tell the time on both 12-hour and 24-hour clocks.</p> <p>We will look at bar charts and pictograms, answering questions about them. Year 3 will then focus on interpreting tables whilst Year 4 move on to interpreting line graphs.</p> <p>Finally, we will look at angles in shapes and compare them using the language right angle, acute angle and obtuse angle. We will look at 2D and 3D shape. Year 4 will look at symmetry and co-ordinates.</p>
<p>RE</p> <ul style="list-style-type: none"> • Why Do People Pray? • What does it mean to be a Hindu in Britain today? 	<p>Children will learn from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.</p> <p>We will consider why people pray, what is prayer and is prayer helpful. We will learn what happens in Islamic prayer, how Hindus pray and worship and how and why Christians like to pray.</p> <p>Children will learn about key aspects of Hindu belief and worship by specifically focussing on British Hindus. We will find out about some key Hindu beliefs, and how these are expressed in thoughts and actions. We will also think about being a Hindu in Britain today, how Hindus show their faith, what is important in a Hindu life and why Mahatma Gandhi is a Hindu hero.</p>

<p>Computing</p> <ul style="list-style-type: none"> • Computing Systems and Networks 	<p>Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p> <p>Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>
<p>PE</p> <ul style="list-style-type: none"> • Netball • Cricket 	<p>Children will gain an understanding of the skills that are needed for netball such as passing, shooting and positions. When passing, they will learn how to pivot their footwork from a stationary position and there will also be a focus on balance and positioning when shooting. The children will use these skills to play games and will become more familiar with their positions on the court.</p> <p>In cricket children will develop their batting, bowling, and fielding skills. When batting, they will recap on how to hold the bat securely with both hands, hitting the ball from a cone and striking the ball from a throw. When bowling, they will focus on underarm and overarm bowling and develop their accuracy with aiming at the wicket. When fielding, they will develop their tracking skills and demonstrate the long barrier technique. Towards the end of each session, they will apply the skills into a cricket game and gain an understanding of how the game is played.</p>