|  |
| --- |
| Our Class books:  Float : Miyares, Daniel, Miyares, Daniel: Amazon.co.uk: Books To Be A Cat – Matt Haig – FurCats Float – Daniel Miyares  To Be A Cat – Matt Haig |

|  |
| --- |
| **Local Area Study**  **Year 3 and 4 – Summer Term 2 2023** |

|  |  |
| --- | --- |
|  | **Subjects related to the topic** |
| **Geography** | We will   * Use the terms ‘Human’ and ‘Physical’ to describe features of our local area and the area around our school. * Define our local area as either ‘Urban’ or ‘Rural’ and give reasons for this choice. * Define the land use in our local area as residential/agricultural/commercial/industrial or a combination, giving reasons for this choice. * Create a questionnaire asking local people for their use of services and amenities in the village and what changes they would make. * Use the results of our questionnaire to identify amenities missing from Thrussington that residents currently travel outside of the village for and to make suggestions as to how these could be provided locally. * Use maps of Thrussington over time to investigate the ways in which land use has changed over time. * Create different types of maps (messy maps, sketch maps with a key, grid maps). * Study different types of maps * Know some symbols and keys on an ordnance survey map for the UK * Know how to use a 4-figure grid references. * Know and name the eight points of a compass. * Know how to use a range of methods to present data (e.g. sketch maps, plans, graphs and IT). * Know how to observe, measure and record data on human and physical features in the local area. |
| **Art** | We will sketch places within Thrussington, focusing on:   * Experimenting with the potential of different pencils in creating tone. * Using a sketchbook to record media explorations. * Showing an awareness of objects having a 3rd dimension and perspective. * Drawing for a sustained amount of time. |

|  |  |
| --- | --- |
|  | **Other areas of the curriculum – not related to the topic** |
| **English - Writing** | We will   * Use sentences that open in different ways to make our writing interesting to read. * Use figurative language (onomatopoeia, simile, alliteration, personification) to create descriptions in our writing. * Use expanded noun phrases and adverbials to give detail and specify * Write our own emotive narrative based on the book ‘Float’ by Daniel Miyares |
| **Maths**  Time  Shape  Statistics | We will:  Y3   * Tell and write the time from an analogue clock, including using Roman numerals from I to XII. * Read time with increasing accuracy to the nearest minute. * Record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight. * Know the number of seconds in a minute and the number of days in each month, year and leap year. * Compare durations of events. * Draw 2-D shapes and make 3-D shapes; 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 two right angles make a half-turn, three make three quarters of a turn and four 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. * Interpret and present data using bar charts, pictograms and tables.   Y4   * Record time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight. * Read, write and convert time between analogue and digital 12- and 24-hour clocks. * Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. * compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes * Identify acute and obtuse angles and compare and order angles up to two right angles by size. * Identify lines of symmetry in 2-D shapes * Describe position using coordinates and plot coordinated; describe movements between positions as translations of a given unit to the left/right and up/down. * Interpret charts and line graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. |
| **Science**  Animals – including humans | We will:   * Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * Identify that humans and some other animals have skeletons and muscles for support, protection and movement |
| **RE** | How and why do people try to make the world a better place?  We will:   * Identify some main beliefs about why the world is not always a good place. * Make links between religious beliefs and teachings and why people try to live and make the world a better place. * Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas on living a good life and trying to make the world a better place. |
| **PSHE** | In Managing Safety and Risk, we will:   * Introduce concepts of risk management in real life situations. * Develop our understanding of ways in which risks might be assessed and reduced. * Broaden our understanding of what might constitute a risky situation, to consider our responses and to equip ourselves with the skills * Assess the level of risk to ourselves physically, emotionally or socially.   In Healthy Lifestyles we will:   * Look at a range of factors which contribute to a healthy lifestyle, including healthy eating, physical activity, sleep and use of free time. * Learn about the physical and mental benefits of regular exercise and * consider the relationship between physical activity and nutrition. * Think about the wider meaning of a healthy lifestyle, including sleep, dental hygiene, leisure activities and emotional health and wellbeing. * Be more aware of our own capacity to make healthy choices. |
| **Computing**  Editing images | We will:   * Understand that the composition of digital images can be changed * Improve an image by rotating it, cropping it, changing the colour effect, using cloning * Explain why we might rotate, crop, change the colour effect, use cloning to alter an image * Combine images for a purpose, describing the image we want to create, choosing suitable images for the project and creating a project that is a combination of other images. Combine text and the image to complete the project. * Evaluate how changes can improve an image, review images against a given criteria and use feedback to guide making changes |
| **PE** | In cricket we will:   * Learn how to throw and catch accurately in a team game. * Learn how to strike a ball accurately with control and direction in a team game. * Learn how to vary tactics and adapt skills depending on what is happening in a game.   In Outdoor Adventurous Activities we will:   * Develop teamwork skills * Understand what skills are needed to be an effective leader. * Navigate around a space with confidence. * Demonstrate following a basic map. * Develop our understanding of orienteering. * Understand different symbols on a map. |
| **French**  On mange!  Le Cirque | We will:   * Talk about activities at a party * Give opinions about food and various activities * Discuss francophone countries * Discuss the languages we speak * Identify different items of clothing * Describe items of clothing |
| **Music** | We will:   * Learn the key features of House music, Reggae music and Rock and Roll music. We will select at least one key feature from each genre as a basis for their own 20th Century-style composition. |