



Topic Map: Year 3 and Year 4

Term: Summer 2



Computing PowerPoints

To understand the uses of PowerPoint.

- To create a page in a presentation.
- To add media to a presentation.
- To add animations to a presentation.
- To add timings to a presentation.
- To use the skills learnt to design and create an engaging presentation.

PSHE Changing Me

Children will learn about...

- * how humans and animals grow and change from birth to adulthood
- * why bodies change as we grow up
- * how boys' and girls' bodies change on the inside and outside and why these changes matter
- * why keeping clean becomes more important at puberty
- simple ways to keep clean and healthy
- * stereotypes about parenting and family roles
- * what I am looking forward to in my next class
- * changes I might make next year

Geography

Land Use

- * Explain the purpose of a sketch map.
- * Identify the features of a sketch map.
- * Identify important landmarks in the local area.
- * Explain the purpose of symbols on a map.
- * Use symbols and a key to annotate a map.
- * Name landmarks we might see in a chosen area.
- * List ways we use land in the UK.
- * Describe an area as urban or rural.
- * List different types of rural spaces.

R.E - Islam

What do Muslims believe and how does this influence their lives?

Key Questions

- * What do Muslims believe about God?
- * Who was the Prophet Muhammad?
- * Why is the Qur'an important?
- * What are the Five Pillars of Islam?
- * How do Muslims live and worship?
- * How are Islam and Christianity similar and different?

PE

Indoor – Yoga

Pupils discover how yoga can help them to develop balance, strength and flexibility. Pupils learn and explore yoga poses that will challenge each of these and work independently and with others to create their own yoga flows with consideration to how the poses are sequenced.

Outdoor – Outdoors Adventurous

Activities

OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.

Spanish

Ice-cream

In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or a cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.

Music

Reflect, Rewind, Replay

This half term the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Art

Islamic temple – 3D Sculpture: Fatima Khan

Wow Experiences

Greenfields

English

Text: Manfish

Writing- Invention Narrative and biography

SPAG

Grammar: Word

Build on previous units & focus on:

Develop understanding of standard English forms for verb inflections instead of local spoken forms

Grammar: Sentence

Build on previous units & focus on:

Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials

Grammar: Text

Nouns to aid cohesion and avoid repetition

Pronouns to aid cohesion and avoid repetition

Paragraphs to organise ideas around a theme

Grammar: Punctuation

Build on previous units & focus on:

Using commas after fronted adverbials

Use of a comma after the reporting clause and use of end punctuation within inverted commas

Reading

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- Increase their familiarity with a wide range of stories (including fairy stories*)

- Participate in discussion about both books that are read to them and those they can read for themselves

- Identify simple themes and conventions in an increasing range of books

- Retrieve and record some information from non-fiction

- Identify how language, structure and presentation contribute to meaning.

Mathematics

Time

- * Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (Y3)

- * Estimate and 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, am/pm, morning, afternoon, noon and midnight (Y3)

- * Read, write and convert time between analogue and digital 12- and 24-hour clocks (Y4)

- * Know the number of seconds in a minute and the number of days in each month, year and leap year (Y3)

- * Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days (Y4)

- * Compare durations of events (Y3)

Decimals

- * Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 (Y3)

- * Recognise and write decimal equivalents of any number of tenths or hundredths (Y4)

- * Compare numbers with the same number of decimal places up to 2 decimal places (Y4)

- * Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 (Y4)

- * Recognise and write decimal equivalents to a quarter, half and three quarters (Y4)

- * Solve simple measure and money problems involving fractions and decimals to 2 decimal places (Y4)

- * Round decimals with 1 decimal place to the nearest whole number (Y4)

- * Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths (Y4)

Money

- * Add and subtract amounts of money to give change, using both £ and p in practical contexts (Y3)

- * Estimate, compare and calculate different measures, including money in pounds and pence (Y4)

Science – Forces and Magnets

Forces

- * Compare how things move on different surfaces.

Working scientifically

- * Identifying differences, similarities or changes related to simple scientific ideas and processes.

- * Using straightforward scientific evidence to answer questions or to support their findings.

- * Setting up simple practical enquiries, comparative and fair tests.

- * Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Magnets

- * Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.

- * Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

- * Observe how magnets attract or repel each other and attract some materials and not others.

- * Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

Working Scientifically

- * Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

- * Identifying differences, similarities or changes related to simple scientific ideas and processes.

- * Setting up simple practical enquiries, comparative and fair tests.

- * Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.