

UNIT TITLE: Children of the World

Anticipated Weeks: 12



CHILDREN OF THE WORLD

Opportunities & Hook for Learning

<p>Broadening Horizons Picture News Assemblies</p>	<p>Spirituality Reflective Spaces</p>	<p>Emotional Awareness Circle times H2M Journey</p>
--	---	---

<p>ENGAGE/HOOK:</p>	<p>Trip to Townley Park: Rivers Day Year 3&4 Performance</p>	
<p>MATHS</p> <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> I can recall my 11 and 12 times table I can multiply 3 numbers I can recall factor pairs I can use an efficient written method to multiply and divide <p>Measurement: Area</p> <ul style="list-style-type: none"> I can calculate area by counting squares I can make shapes of a given area 	<p>ENGLISH</p> <p>Genre foci:</p> <p>Writing to inform Explanation text (linked to Science), World fables</p> <p>Writing to persuade Persuasive Letters (Day the Crayons Quit), Poetry</p> <p>Class Novel/s: There's a boy in the girls' bathroom Louis Sachar The Fastest Boy in the World Elizabeth Laird</p>	<p>RE</p> <p>People of God</p> <ul style="list-style-type: none"> I can make clear links between the story of Noah and the idea of covenant. Make links between the story of Noah and how we live in school and the wider world I can make clear links between the story of Abraham and the concept of faith.

<ul style="list-style-type: none"> ● I can compare areas of shapes <p>Number: Fractions</p> <ul style="list-style-type: none"> ● I can recognise unit non-unit fractions ● I can count in fractions ● I can recognise equivalent fractions ● I can add fractions <p>Number: Decimals</p> <ul style="list-style-type: none"> ● I can recognise tenths and hundredths ● I can recognise tenths and hundredths as decimals ● I can recognise tenths and hundredths on a place value grid and a number line ● I can divide 1 and 2 digit numbers by 10 and 100 	<p>The Day the Crayons Quit by Drew Daywalt</p> <p>Composition and Text</p> <ul style="list-style-type: none"> ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ organising paragraphs around a theme ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ○ assessing the effectiveness of their own and others' writing and suggesting improvements ○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <ul style="list-style-type: none"> ● proofread for spelling and punctuation errors <p>Vocab & Grammar</p> <ul style="list-style-type: none"> ○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although ○ using the present perfect form of verbs in contrast to the past tense ○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ using conjunctions, adverbs and prepositions to express time and cause ○ using fronted adverbials <p>Punctuation</p> <ul style="list-style-type: none"> ○ using commas after fronted adverbials ○ indicating possession by using the possessive apostrophe with plural nouns 	<ul style="list-style-type: none"> ● I can make simple links between promises in the story of Abraham and promises in their own lives. ● I can make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities. <p>Salvation</p> <ul style="list-style-type: none"> ● I can offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. ● I can give examples of what the texts studied mean to some Christians. ● I can make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. ● I can describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. ● I can raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how you think and live.
<p style="text-align: center;">COMPUTING</p> <p>E-Safety:</p> <ul style="list-style-type: none"> ● Explain the possible consequences of submitting personal information online <p>Information Literacy:</p>	<p style="text-align: center;">SCIENCE</p> <p>Knowledge: (Materials)</p> <ul style="list-style-type: none"> ● I can compare and group materials together, according to whether they are solids, liquids or gases 	<p style="text-align: center;">ART</p> <p>Drawing:</p> <ul style="list-style-type: none"> ● I can explore relationships between line and tone, pattern and shape, line and texture.

- I can carry out and modify searches developing key words to improve accuracy
- I can check the relevance and accuracy of search results
- I can locate online content using some of the available advanced features in search engines.

Coding:

- use decomposition to understand the purpose of a script of
- Identify patterns in similar codes both plugged and unplugged
- create an algorithm to solve a specific problem
- code a simple game
- modify a simple code.
- use a variable in code both plugged and unplugged

DT

Skills:

- I can follow a recipe.
- I can break an egg.
- I can use a whisk.
- I can weigh using standard measures.
- I can measuring liquids using standard measures.
- I can use a grater.
- I can use a frying pan and fish slice.
- I can chop and slice ingredients.
- I can explain how to use an oven safely and I can understand about temperatures and cooking times.
- I can understand which foods are reared, caught, or grown and that this happens in the UK and across the globe.
- I can understand that recipes can be changed by adding or taking away ingredients.
- I can understand that the seasons can affect food produce.

- I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Skills:

- *Observe, describe and compare using KS2 scientific vocabulary*
- *Measure in standard units*
- *Select equipment, with help*
- *Set up a fair test and explain why it is important to do so*
- *Identify and explain simple trends and patterns in results*
- *Talk about how to improve their own work*

Knowledge (Electricity)

- I can identify common appliances that run on electricity
- I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer
- I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

- I can use a variety of tones to achieve different effects.
- I can analyse and describe the use of line within artists' work.

Painting:

- I can show an increasing independence and creativity when planning and creating different effects and textures with the painting process.

Printing:

- I can create original outcomes with colour and pattern, using geometric, repeating and symmetrical patterns.
- I can select broadly the kinds of material to print with in order to get the effect they want.
- I can research, create and refine a print using a variety of techniques.

Collage and textiles:

- Experiment with cold-water paste resist techniques.

Evaluation:

- I can adapt my work according to my views and describe how I might develop it further.

<ul style="list-style-type: none"> • I can plan and make a product • I can evaluate a product I have made <p>Makes: Healthy snacks associated with different European countries</p>	<ul style="list-style-type: none"> • I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • I can recognise some common conductors and insulators, and associate metals with being good conductors <p>Skills:</p> <ul style="list-style-type: none"> • <i>Observe, describe and compare using KS2 scientific vocabulary</i> • <i>Explain observations/results using cause and effects and scientific facts and ideas</i> • <i>Plan ways to test out their own/someone else's ideas</i> 	
<p style="text-align: center;">HISTORY</p>	<p style="text-align: center;">GEOGRAPHY</p> <ul style="list-style-type: none"> • I can use maps, atlases and globes, and begin to use digital/ computer mapping to locate countries and describe features studied in European countries • I can describe and understand types of settlement and land use; and economic activity through a study of contrasting city in UK with Europe – we need to confirm which areas • I can use the 8 points of a compass, 4-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of UK and wider world • I can describe and understand key aspects of physical geography focusing on rivers and the water cycle. 	<p style="text-align: center;">PSHE</p> <p>Health and wellbeing Feelings and emotions; expression of feelings; behaviour</p> <ul style="list-style-type: none"> • I can recognise how everyday things can affect feelings • I can day how feelings change over time and can be experienced at different levels of intensity • I can identify the importance of expressing feelings and how they can be expressed in different ways • I can recognise how to respond proportionately to, and manage, feelings in different circumstances • I can find ways of managing feelings at times of loss, grief and change

MUSIC	MFL	PE
<ul style="list-style-type: none"> ● I can sing songs from memory with accurate pitch. ● I can maintain a simple part within a group. ● I can understand the importance of pronunciation in a song ● I can notice, analyse and explore the way sounds can be combined and used expressively. ● I can compose and perform melodies and songs. Use sound to create abstract effects. ● I can recognise and create repeated patterns with a range of instruments. ● I can begin to use staff and musical notation when composing work. ● I can compare music and express growing tastes in music. ● I can understand that the sense of occasion affects the performance. 	<p>Revise Sé (I know how) (Y3) Revise Me Presento (Y4)</p> <p><i>Consolidate learning from both units to be able to ask/answer questions and talk about self in extended sentences, showing understanding of written and spoken language.</i></p> <ul style="list-style-type: none"> ● I can research Easter traditions of a region of Spain 	<ul style="list-style-type: none"> ● I can develop flexibility, strength, technique, control and balance. ● I can perform dances using a range of movement patterns ● I can compare my performances with previous ones and demonstrate improvement to achieve my personal best ● I can create a dance routine that communicates a mood ● I can take part in outdoor activity individually and within a team ● I can use maps, plans and diagrams to follow a route ● I can work as part of a team to solve outdoor problems and challenges
<p>Musician Focus: The Beatles Topic Focus: Charanga: Blackbird</p>		

<p>Outdoor Learning Opportunities Making a river Exploring a river Making rafts for a river – racing them.</p>
<p>Big Projects / Home learning Projects</p>