



# ***'Secrets of the Rainforest'***

## ***Autumn Term***

***Year Groups 3 & 4***

***Curriculum Year A***

**Secrets of the Rainforest!**  
**(Year 3 & 4)**

**Autumn 2013-2014**  
**Year A**

**Brief Overview**

'Focus on South America – examining climate zones, biomes, vegetation belts and the water cycle.'

**Science**

See subject coordinators overview for each year group.

**Art and design**

- Textiles and Collage –by craftspeople from different countries/ contemporary textile artists
- Textiles
- Shape and stitch materials
- Use basic cross stitch and back stitch
- Colour fabric
- Create weavings
- Quilt, pad and gather fabric
- Collage
- Select and arrange materials for a striking effect
- Ensure work is precise
- Use coiling, overlapping, tessellation, mosaic and montage

Replicate some of techniques used by artists, artisans and designers

- Create original pieces that are influenced by studies of others

**Computing**

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**Design and Technology**

**Designing and Planning**

- Investigate similar products to the one to be made to give starting points for a design.
- Draw/sketch products to help analyse and understand how products are made.
- Think ahead about the order of their work and decide upon tools and materials.
- Plan a sequence of actions to make a product.
- Record the plan by drawing (labelled sketches) or writing.
- Develop more than one design or adaptation of an initial design.
- Propose realistic suggestions as to how they can achieve their design ideas.
- Add notes to drawings to help explanations

**Skill – Materials/Structures**

- Measure, mark and cut out using centimetres accurately.
- Use a range of tools appropriately including a hand drill (with supervision).
- Use sand paper to smooth edges.
- Create shell or frame structures, strengthen frames with diagonal struts
- Measure and mark square selection, strip and dowel accordingly to 1cm
- Know how materials are combined to create more useful properties.
- I understand that 3D structures can be constructed from nets.

**Skill – Electricals**

- Incorporate a circuit with a bulb or buzzer into a model
- Use crocodile clips to join components.
- Use pins to secure fasteners.
- Use a screwdriver to connect wires in a circuit.
- Apply knowledge of electrical circuits and use switches to make e.g. an alarm box or an on off torch.
- Find a fault in a simple circuit and correct it.

### **Skill – Textiles**

- Understand seam allowance
- Join fabrics using running stitch, over sewing, back stitch
- Explore fastenings and recreate some e.g. sew on buttons and make loops
- Prototype a product using J cloths
- Use appropriate decoration techniques e.g. appliqué(glued or simple stitches)
- Create a simple pattern
- Understand the need for patterns
- Use scissors to cut straight lines, corners and curves in felt, cotton, etc.
- Measure more accurately in centimetres.
- Learning how to start and finish stitches.

### **Skill – Food technology**

- Develop sensory vocabulary/knowledge using, smell, taste, texture and feel
- Analyse the taste, texture, smell and appearance of a range of foods
- Follow instructions
- Make healthy eating choices from and understanding of a balanced diet
- Join and combine a range of ingredients e.g. snack foods
- Measure and weigh ingredients appropriately
- Understand the importance of hygiene when handling food – washing hands, hair tied back, wearing an apron.
- Use scales to measure materials more accurately.
- Measure liquids more accurately.

### **Evaluating processes and products**

- Identify where evaluation of the process could lead to improvement.
- Identify the strengths and weaknesses of their design ideas
- Decide which design idea to develop
- Consider and explain how the finished product could be improved
- Discuss how well the finished product meets the design criteria and how well it
- Meets the needs the needs of the user.

## **Geography**

- Name and locate countries, cities, regions and features of UK to make comparisons
- Locate world's countries using maps, atlases, globes and computer mapping, looking at key physical and human features
- Ask and answer geographical questions about the physical and human characteristics of a location
- Explain own views about locations, giving reasons
- Understand biomes, vegetation belts, land use, economic activity, distribution of resources including energy, food, minerals and water supplies
- Describe and understand climate, rivers (Amazon/Dee), settlements, trade links and understand how some of these aspects have changed over time
- Describe how countries and geographical regions are interconnected and interdependent
- Understand some of the reasons for geographical similarities and differences between countries
- Describe how locations around the world are changing and explain some of the reasons for the change
- Use 8 points of compass, four figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure and record the human and physical features of an area using a range of methods including sketch maps, plans and graphs and digital technologies.

## **History**

## **Languages**

- Understand a range of spoken phrases
- Understand standard language
- Answer simple questions and give basic information.
- Give responses to questions about everyday events
- Pronounce words showing knowledge of sound patterns.
- Read out loud everyday words and phrases.
- Use phonic knowledge to read words.

## **Music**

- Sing from memory with accurate pitch
- Sing in tune
- Maintain a simple part within a group
- Pronounce words within a song clearly
- Show control of voice

<b>Physical Education</b>
<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. (Year 3 LCP Invasion games 1 leading to Basketball. Year 4 LCP Invasion games 2 leading to Football)</li> <li>• Perform dances using a range of movement patterns. (LCP KS2 The River)</li> </ul>
<b>Religious Education</b>
<ul style="list-style-type: none"> <li>• See subject coordinators overview for each year group.</li> </ul>
<b>SEAL</b>
<ul style="list-style-type: none"> <li>• Autumn 1 – New Beginning</li> <li>• Autumn 2 – Getting on and Falling out</li> <li>• Anti bullying week – November, Blue Friday – Say no to Bullying</li> </ul>
<b>Enhancement opportunities (visits, visitors, residential etc)</b>
<ul style="list-style-type: none"> <li>• Chester zoo</li> <li>• Safari Ranger</li> <li>• Food sampling</li> </ul>
<b>Writing opportunities</b>
<ul style="list-style-type: none"> <li>• Recount</li> <li>• Missing poster</li> <li>• Diary entry for an explorer</li> <li>• Information texts – animals, plants etc</li> <li>• Poetry – description, sounds etc</li> <li>• Persuasive writing</li> </ul>
<b>Maths opportunities</b>
<ul style="list-style-type: none"> <li>• Deforestation data</li> <li>• Area</li> <li>• Dealing with money – fair trade</li> <li>• Weather recording – temperature, precipitation, wind speed and direction etc</li> </ul>

## Personal Development (to achieve by the end of year 4)

### To try new things

- Try new things when encouraged.
- Enjoy new experiences.
- Join clubs or groups.
- Talk about new experiences with others.

### To work hard

- Enjoy working hard in a range of activities.
- Reflect on how effort leads to success.
- Begin to encourage others to work hard.

### To concentrate

- Focus on activities.
- 'Tune out' some distractions.
- Search for methods to help with concentration.
- Develop areas of deep interest.

### To push themselves

- Begin to understand why some activities feel uncomfortable.
- Show a willingness to overcome fears.
- Push past fears and reflect upon the emotions felt afterwards.
- Begin to take encouragement and advice from others.
- Keep trying after a first attempt.

### To imagine

- Begin to enjoy having new ideas.
- Show some enthusiasm for the ideas of others.
- Ask some questions in order to develop ideas.
- Show enjoyment in trying out some ideas.

### To improve

- Share with others a number of positive features of own efforts.
- Identify a few areas for improvement.
- Attempt to make improvements.

### To understand others

- Listen to others, showing attention.
- Think of the effect of behaviour on others before acting.
- Describe the points of view of others.

### To not give up

- Find alternative ways if the first attempt does not work.
- Bounce back after a disappointment or failure.
- Show the ability to stick at an activity (or a club or interest).
- See oneself as lucky.

#### Communication (to achieve by the end of year 4)

##### To listen carefully and understand

- Engage in discussions, making relevant points.
- Ask for specific additional information to clarify.
- Understand the meaning of some phrases beyond the literal interpretation.

##### To develop a wide and interesting vocabulary

- Use time, size and other measurements to quantify.
- Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.
- Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.

##### To speak with clarity

- Use verbs with irregular endings.
- Use a mixture of sentence lengths to add interest to discussions and explanations.
- Use intonation to emphasise grammar and punctuation when reading aloud.

##### To tell stories with structure

- Bring stories to life with expression and intonation.
- Read the audience to know when to add detail and when to leave it out.

##### To hold conversations and debates

- Make relevant comments or ask questions in a discussion or a debate.
- Seek clarification by actively seeking to understand others' points of view.
- Respectfully challenge opinions or points, offering an alternative.