

In the Desert

Orange Class Year Three & Four

<p>SUCCESS CRITERIA:</p> <p>On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • Explain what a desert is. • Locate some of the world's major deserts on a world map Talk about how deserts are characterised by extremely low rainfall. • Describe the weather and climate of deserts around the world. Recognise that much of the desert is too hostile to be lived in by humans. • Name some of the ways in which deserts are used by humans List some of the natural resources of the desert, such as oil Explain that many people live in deserts and describe some of the challenges faced by desert dwellers. 	<p>KEY FOCUS AREAS:</p> <p>Geography: Where are the world's deserts? What is a desert? Who or what lives there?</p> <p>Art/DT: Recycled canopic jars and desert landscapes.</p> <p>Science: Animals including humans- the digestive system, teeth and food chains</p>	<p>SYNOPSIS:</p> <ul style="list-style-type: none"> • What are the different deserts called? Where in the world they are located? • What is the weather and climate like? • How are deserts used by humans? • What is it like for humans living in the desert? • Do plants survive in the desert? • Which animals live in the deserts?
<p>TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</p>		<p>Key Questions</p> <p>What are the different deserts called? Where in the world they are located? What is the weather and climate like? What is it like for humans living in the desert? How are deserts used by humans? Do plants survive in the desert? Which animals live in the deserts?</p>
<p>Science: Year 4 focus:</p> <ul style="list-style-type: none"> • To describe the simple functions of the basic parts of the digestive system in humans. • To identify the different types of teeth in humans and their simple functions • To construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Working scientifically: asking relevant questions and using different types of scientific enquiries to answer them gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>KEY VOCAB:</p> <p>Desert Sand dunes Adaptation Climate Hostile Natural Dwellers Arctic Antarctic Equator tropics</p>	

<p>Purpose for writing: To entertain; To inform Key texts: Cinderella of the Nile Non Fiction Texts: Newspaper articles- Tutunkhamun; In the Desert - habitats. READING Whole class KEY TEXT(S): POETRY: based on World Book Day Focus author Petr Horacek 'Blue Penguin' Read and Respond: Newspapers, persuasive, poems and fiction genres</p>	<p>MATHS: Y3 Multiplication and division. Money Measures: Length and perimeter; Statistics Y4 - see below</p>
---	---

<p>ENGLISH:</p> <ul style="list-style-type: none"> • Focus on the features of a newspaper article; identify and compose our own articles based on Tutunkhamun. • Introduce Cinderella of the Nile, explore an event through a drama activity, express understanding of a character through a diary entry. • Respond to the story making connections with original Cinderella story, become more familiar with the narrative structure and sequences of events, retell the story changing it slightly using phrases they have picked out of the story • Explore impact of events and encounters of Rhodopsin' character, focus on the language of the story. 	<p>MATHS: Y3 Money, Data Handling/Statistics, Length & Perimeter. Year 4 - Decimals</p> <ul style="list-style-type: none"> • Recognise tenths and hundredths • Tenths and decimals • Tenths on a number line / place value grid • Divide 1 & 2 digits by 10 • Divide 1 or 2-digits by 100 	<p>SMSC/PSHE/BRITISH VALUES:</p> <ul style="list-style-type: none"> • Democracy and the rule of law • British Values- Tolerance of those of different faiths and beliefs SMSC-Cultural differences • Spirituality ongoing throughout the curriculum through yoga, guided breathing, mindfulness
<p>DESIGN & TECHNOLOGY:</p> <ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing and establish a success criteria for a successful product. • Make labelled drawings(from different views) showing specific features • Explore, Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs • Evaluate their work both during and at the end of the assignment • Evaluate their products carrying out appropriate tests 	<p>PE</p> <p>use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>MUSIC:</p> <ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases). • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Recognise rhythmic patterns.

Geography:

- 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.
- To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities and use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

ART: to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history.

DT: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately, apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

MFL: My body and actions

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

ART:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further
- Alter and refine drawings and describe changes using art vocabulary.
- Explore relationships between line and tone, pattern and shape, line and texture.
- Plan, design, make and adapt models.

ICT/COMPUTING:

- Children can create their own simple rhythm using Busy Beats - Purple Mash Computing curriculum
- Children can experiment with pitch, rhythm, and melody to create a piece of house music on Busy Beats.
- Children use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- select, use and combine a variety of software 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

Opportunities for Enrichment : The library, to find books about contrasting deserts. A beach or park with a sand pit to create your own sand sculpture. Online resources: What is a desert habitat? - BBC Bitesize Deserts 101 | National Geographic - Bing video Wild Arabia - Hidden Deep in the Desert | Wonders of the Wildlife (Nat Geo Wild) - Bing video Amazing Ways to Live in the Desert! - Bing video

The **Home Learning Menu** will also provide opportunities: study the cold deserts: What is like for animals or humans to live/spend time in the Antarctic or Arctic deserts? Investigate explorers who have ventured into different desert climates. Why are these deserts changing? What can we do to help the environment? Question, research and tell others about this.

VERTICAL DRIVERS:

- Celebration of diversity
- The environment
- Our place in the world

Assessment Descriptors

Assessment Descriptors	
Science Targets - A Year 3 Scientist	Science Targets - A Year 4 Scientist
<ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.
Geography Targets - A Year 3	Geography Targets - A Year 4

<ul style="list-style-type: none"> Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Begin to identify significant places and environments Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Types of settlements in modern Britain: comparing villages, towns, cities.
DT Targets - As a designer Year 3	DT Targets - As a designer Year 4
<ul style="list-style-type: none"> Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Use finishing techniques strengthen and improve the appearance of their product using a range of equipment Plan the order of their work before starting 	<ul style="list-style-type: none"> Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways
MFL Targets - A Year 3 Linguist	MFL Targets - A Year 4 Linguist
<p>Understand a few familiar spoken words and phrases - e.g. Say and/or repeat a few words and short simple phrases - e.g. Recognises and reads out a few familiar words or phrases - e.g. from stories and rhymes, labels on familiar objects, the date. Use visual clues to help with reading. Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.</p>	<p>Understand a range of familiar spoken phrases. Answer simple questions and give basic information. Understands some familiar written phrases. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p>
Music Targets - A Year 3/4 Musician	
<p>Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending. Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds. Choose instruments on the basis of internalised sounds. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups.</p>	