

Topic UU Autumn Term ITALY 2022 Class and Year Groups: Orange Class Year3/4

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • identify where Italy is in the world, • recognise the physical geography of the country, • explore the country's many famous cities and landmarks, and immerse themselves in the culture of Italy. • explain what a volcano is and why it erupts. 	<p>KEY FOCUS AREAS</p> <p>Geog: Italy: physical and human features, famous landmarks and culture,</p> <p>Science: Sound</p> <p>ART: Renaissance Artists</p> <p>PE: Tag Rugby & Yoga</p>	<p>SYNOPSIS: Weeks</p>	
		Week 1	Where in the world is Italy?
		Week 2	What are the physical and human features?
		Week 3	To know what a volcano is and how volcanoes erupt. To link this to the eruption of the Mount Vesuvius.
		Week 4	Which are the famous landmarks and cities?
		Week 5	What is the culture like in Italy? Christmas
		Week 6	What have we learnt?
		Week 7	Christmas
<p>SCIENCE: Sounds. identify how sounds are made, associating some of them with something vibrating</p> <ul style="list-style-type: none"> • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. 	<p>KEY QUESTIONS:</p> <p>Where in the world is Italy?</p> <p>What are the physical and human features?</p> <p>Which are the famous landmarks and cities?</p> <p>What is the culture like in Italy?</p> <p>What is a volcano? Why does it erupt?</p> <p>What effect can this have on the local area?</p>		<p>KEY VOCAB:</p> <p>Climate</p> <p>Tropical</p> <p>Temperate</p> <p>Polar</p> <p>Mediterranean</p> <p>Arid</p> <p>Landmark</p> <p>Physical and human features</p> <p>volcano</p> <p>eruption</p>
	<p align="center">Opportunities for Extension</p>		
	<p>Make an Italian dish at home!</p> <p>Find out about the famous landmarks in Italy. Learn to speak a few words in Italian.</p>		
	<p align="center">Vertical Drivers and Opportunities for Enrichment</p>		
	<p>Vertical Driver: Celebration of Diversity</p> <p>Places to visit: Italy facts: check out this beautiful country! - National Geographic Kids (natgeokids.com)</p>		

Topic UU Autumn Term ITALY 2022 Class and Year Groups: Orange Class Year3/4

<p>ENGLISH: Key purpose for writing: Narrative, Persuasive & Non Chronological reports.</p> <p>READING Whole class KEY TEXT(S): The Firework Maker's Daughter</p> <p>Read and Respond: The Firework Maker's Daughter and Fantastic Mr Fox</p>	<p>MATHS: Y3: addition and subtraction, multiplication/division</p> <p>Y4: addition and subtraction, multiplication/division</p>	
<p>MFL: All about me: To listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> ▪ 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 and 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 		
<p>PE throw and catch with control to keep possession be aware of space and use it to support team-mates and</p>	<p>MUSIC: Charanga: Let Your Spirit Fly To play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p>Geography: ITALY Italy-features, mapping routes from Italy to UK. UK Traces of occupation e.g. Roads, cities etc. We will begin by learning where Italy is in the world, and then discover the physical geography of the country, with a focus on one of Italy's active volcanoes, Mount Vesuvius! Children will explore the country's many famous cities and landmarks, and immerse themselves in the culture of Italy.</p>

Topic UU Autumn Term ITALY 2022 Class and Year Groups: Orange Class Year3/4

<p>cause problems for the opposition choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent know and use rules fairly to keep games going use a range of skills, e.g. throwing, intercepting and stopping a ball, with some control and accuracy choose and vary skills and tactics to suit the situation in a game set up small games through knowing the rules, using them fairly to keep games going;</p>	<p>instruments with increasing accuracy, fluency, control and expression. To listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Art: Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Make informed choices in drawing inc. paper and media. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. DT: Make a simple papier mache: Venetian mask.</p>
<p>PSHE and RSE: (SCARF) Valuing Difference BRITISH VALUES: Rule Of Law and democracy School Value:</p>	<p>ICT/COMPUTING: PURPLE MASH: Spreadsheets Unit 4.3 / Online Safety – Safer Internet Day</p> <ul style="list-style-type: none"> • Children can use tools in a spreadsheet to automatically total rows and columns. • Children can use calculations to answer questions about data. • Children can collect some simple data and use a spreadsheet to interpret it (extension). • Children can explain what rows and columns are. • Children can describe and find a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. • Children can create a table of data on a spreadsheet. • Children can create a table of data on a spreadsheet. • Children can use a spreadsheet program to automatically create charts and graphs from data. 	

Topic UU Autumn Term ITALY 2022 Class and Year Groups: Orange Class Year3/4

- Children can use a series of data in a spreadsheet to create a line graph.
- Children can add additional datasets to a spreadsheet, convert into a line graph and make comparisons.

ASSESSMENT DESCRIPTORS

Science Targets - A Year 3 /4 Scientist	Science Targets - A Year 4 Scientist
<p>Explain how sound sources vibrate to make sounds. Explain how vibrations change when the loudness of a sound changes. Explain how sounds travel to reach our ears. Describe the pitch of a sound. Describe patterns between the pitch of a sound and the features of the object that made the sound. Explain how sound travels through a string telephone. Identify the best material for absorbing sound. Create a musical instrument that can play high, low, loud and quiet sounds. Make observations and conclusions. Be able to answer questions based on their learning.</p>	
Geography Targets - A Year 3 Geographer	Geography Targets - A Year 4 Geographer

Topic UU Autumn Term ITALY 2022

Class and Year Groups: Orange Class Year3/4

<ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. • Places on larger scale maps e.g. map of Europe. • to match boundaries (E.g. find same boundary of a country on different scale maps.) • 4 compass points to follow/give directions: • Begin to use map sites on internet. • Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes / earthquakes linking to Science rock types. • Human geography including trade links in the Pre-roman and Roman era. • Types of settlements in Early Britain linked to History. Why did early people choose to settle there? 	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas. • Investigate places and themes at more than one scale • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps • places on large scale maps, (e.g. Find UK or India on globe) • To match boundaries (E.g. find same boundary of a county on different scale maps.) • Begin to identify significant places and environments • 4 compass points well: Begin to use 8 compass points; • Make a simple scale drawing. Use map sites on internet. <p>.Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) • Types of settlements in modern Britain: comparing villages, towns, cities.
<p align="center">DT/ Art Targets - A Year 3 Artist</p>	<p align="center">DT/Art Targets - A Year 4 Artist</p>
<ul style="list-style-type: none"> • Consider health & safety when planning & carrying out tasks • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>DT</p> <ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s • Make drawings with labels when designing • Select tools and techniques for making their product • Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing change things if this helps them improve their work .Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT • Evaluate their product against original design criteria e.g. how well it meets its intended purpose 	<ul style="list-style-type: none"> • Include health & safety precautions when planning and carrying out tasks. • Explore the differences and similarities within the artists, craftspeople and designers working in different times and cultures. • Choose collage or textiles as a means of extending work already achieved. DT • Make labelled drawings from different views showing specific features • 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 • Select appropriate tools and techniques for making their product • 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 • Evaluate their work both during and at the end of the assignment
<p align="center">PE Targets - A Year 3/4 athlete</p>	

<p>Tag Ruby To learn to keep possession of the ball using attacking skills. To develop strategies and social skills to self manage games. To understand the importance of playing fairly and keeping to the rules. To use skills, strategies and tactics to outwit the opposition. To learn how to evaluate their own and others' performances and suggest improvements.</p> <p>PE: Yoga To learn about mindfulness and body awareness. To learn yoga poses and techniques that will help them to connect their mind and body. To improve well being by building strength, flexibility and balance. To engage in breathing and meditation both independently and with others to create their own yoga flow.</p>	
<p>MFL Targets - A Year 3 Linguist</p>	<p>MFL Targets - A Year 4 Linguist</p>
<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>
<p>Music Targets - A Year 3/4 Musician</p>	
<ul style="list-style-type: none"> • 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. 	