

**Topic Name: If Animals Could Talk. Class and Year Groups: ORANGE CLASS Year 3/4 SPRING 2**

<b>SUCCESS CRITERIA:</b>	<b>KEY FOCUS AREAS:</b>	<b>SYNOPSIS:</b>
<p><b>On the completion of this topic pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Name and locate the continents and different continents in the world including Madagascar on a map.</li> <li>• Explore the landscapes, weather and climate of Madagascar.</li> <li>• Investigate the human geography features of Madagascar and the animals that live there.</li> <li>• To learn about Madagascar's natural resources and how they trade.</li> <li>• To group and classify different animals.</li> <li>• To generate questions about animals.</li> <li>• To recognise similarities and differences between vertebrates.</li> <li>• To identify the characteristics of living things.</li> <li>• To recognise some of the changes in the environment and the impact on living things and their habitats.</li> <li>• To name some endangered species.</li> </ul>	<p><b>Geog:</b> To explore the geographical features of Madagascar including the landscape, climate, weather and human/physical features. To link our work in Science to the animals and the changes in the environment they face.</p> <p><b>Science:</b> To explore a variety of ways to identify, sort, group and classify living things into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. To begin to understand how environments are subject to human-made and natural changes, and that these changes can have a significant impact on living things.</p>	<p><b>Week 1:</b>  <b>Topic:</b> To name different countries in the world. To explore where Madagascar is in the world. What do we want to find out?  <b>Science:</b> What do we know already? Grouping &amp; Sorting Living Things</p> <p><b>Week 2:</b>  <b>Topic:</b> To explore the landscapes of Madagascar.            Class Trip 1st group: The Food Bank  <b>Science:</b> Classifying vertebrates *Invertebrates hunt</p> <p><b>Week 3:</b>  <b>Topic:</b> To explore the climate and weather of Madagascar.            Class Trip 2nd group: The Food Bank  <b>Science:</b> Classification keys</p> <p><b>Week 4:</b>  <b>Topic:</b> find out about the animals of Madagascar.  <b>Science:</b> Habitat Survey</p> <p><b>Week 5:</b>  <b>Topic:</b> To learn about the human geography of Madagascar.  <b>Science:</b> Environmental Changes</p>

**Art:** To use different medium to recreate birds, insects and mammals in different ways.

**KEY VOCABULARY**

climate, landscape, weather, animals, invertebrate, vertebrate, continent, island, Tropic of Capricorn, Tropic of Cancer, equator, human and physical geography, classification, environment

**TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE**

**KEY QUESTIONS (linking to topic factsheet):**

**Science:**

- recognise that living things can be grouped in a variety of ways;
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

**Science Week : Inventors and Scientists**

**Geography:**

- name the 7 continents of the world;
- locate Madagascar on a map;
- investigate the features of Madagascar including the human/physical features, animals, trade, natural resources, weather & climate and landscape.

Where is Madagascar located? Which ocean is Madagascar in? Name some animals that can be found on the island that cannot be found anywhere else in the world? Why do different animals survive here? What is the climate like in Madagascar?

How can we sort and classify animals? Name different bones in the humans skeleton? What do the muscles in our body do?

**Opportunities for Extension**

Investigate why so many different animals in Madagascar are becoming endangered.

See additional Knowledge Organiser for places to visit suggestions and books to enhance the topic.

<p><b>ENGLISH:</b>  <b>Key purpose for writing: Narrative and Explanation text (linked to Science):</b> Diary of a Killer Cat, Animals in Madagascar.  <b>Poetry:</b> Limericks &amp; Clerihews, performance of poetry  <b>READING Whole class KEY TEXT(S):</b> Various poems, Diary of a Killer Cat, Varjak Paw</p>	<p><b>MATHS Yr 3:</b>  <b>Length and Perimeter-</b>  <b>Multiplication and Division</b> - consolidating our 3x, 4x and 8x tables  <b>Fractions</b>  <b>Maths Yr 4:</b>  <b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Counting beyond 1</li> <li>• Number lines with fractions and comparing/order mixed numbers</li> <li>• Understanding improper fractions</li> </ul> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>• Tenths as fractions and decimals</li> <li>• Tenths on a place value chart and number line</li> </ul>	<p><b>SMSC/BRITISH VALUES:</b></p> <p>British Values-democracy, the rule of law, mutual respect, tolerance  <b>PSHE SCARF unit: Rights and responsibilities</b></p> <p><b>VALUE: Truthfulness</b></p>
<p><b>ART/D&amp;T</b></p> <ul style="list-style-type: none"> <li>• use sketch books to record observations and use them to review and revisit ideas.</li> <li>• continually improve art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<p><b>ICT/COMPUTING:</b></p> <ul style="list-style-type: none"> <li>• To think about different methods of communication.</li> <li>• To open and respond to an email using an address book.</li> <li>• To learn how to use email safely.</li> <li>• To add an attachment to an email.</li> <li>• To explore a simulated email scenario.</li> </ul>	<p><b>MUSIC:</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> </ul>
<p><b>ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding</b></p>		
<p><b>Science Targets: As a scientist</b></p>	<p><b>Geography Targets - As a Geographer</b></p>	<p><b>Art and Design Targets: As an Artist</b></p>

<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• use and make simple guides or keys to explore and identify local plants and animals</li> <li>• make a guide to local living things</li> <li>• raise and answer questions based on their observations of animals and what they have found out about other animals that they have researched.</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• locate the world's countries using maps and the eight points of a compass, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>• describe and understand key aspects of: physical geography, including: climate zones; human geography, including: economic activity including trade links.</li> <li>• Use junior atlases.</li> <li>• Use map sites on internet.</li> <li>• Identify features on aerial/oblique photographs.</li> <li>• Draw a sketch map from a high view point.</li> </ul>	<p><b>I can:</b></p> <p><b>Exploring and developing ideas (ONGOING)</b></p> <ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Explore the roles and purposes of artists.</li> <li>• Evaluating and developing work (ONGOING)</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Draw for a sustained period at their own level.</li> <li>• Use their sketchbook to collect and record visual information from different sources.</li> <li>• Collect images and information independently in a sketchbook.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Make and match colours with increasing accuracy.</li> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>• Mix a variety of colours and know which primary colours make secondary colours.</li> </ul> <p><b>Breadth of study</b></p> <p>Use ICT.</p> <ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> </ul>
<p><b>PE Targets: As a swimmer/athlete:</b></p>	<p><b>MFL Targets: As a linguist</b></p>	

**I can:**

- understand that strength, stamina, speed and suppleness can be improved to develop all-round health and fitness
- lead a partner through short warm-up routines
- suggest improvements to their own and other people's performances - suggest what needs practising - evaluate how they went about tackling tasks
- compete against personal best and against others in a variety of challenging contexts
- Describe good practise when at a swimming pool and explain how to stay safe when near water
- Show how to enter and exit the water safely without using the steps (slide)
- Move in water using swimming aids and support (eg. Jump, walk, hop and spin)
- Float and move with swimming aids.
- Show awareness of buoyancy and support of the water and water aids
- Begin to remember and repeat simple actions with and without swimming aids and support with increasing control and coordination.
- Use recognised arm and leg actions to swim increasing distances eg. Front crawl, back crawl • submerge in water and demonstrate breathing control
- Choose most effective stroke for challenges related to speed, distance and personal survival

**I can:**

- Understand a range of familiar spoken words and phrases
- Say and/or repeat some words and short simple phrases
- Recognises and read out some familiar words or phrases
- Write or copy simple words and/or symbols correctly
- 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.