

In the Desert

Orange Class Year Three & Four 2024

<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. Discuss 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. • Investigate which plants and animals live in the desert and how they adapt to be able to survive. 	<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: To investigate the digestive function in humans; To identify the different types of teeth in humans and animals and their functions. To investigate food chains.</p>	<p>SYNOPSIS:</p> <ul style="list-style-type: none"> • What different deserts are called. • Where in the world different deserts are located. • What the weather and climate is like. • How deserts are used by humans. • What it is like for humans living in the desert. • How plants survive in the desert. • Which animals live in the desert.
<p style="text-align: center;">TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</p>		

Human and physical geography focus

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts,
- 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

Science focus: Animals including Humans

- 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.

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.

Key Questions

- 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?

KEY VOCAB:

Desert	Sand Dunes
Adaptation	Climate
Hostile	Natural Dwellers
Antarctic	Arctic
Tropics	Equator

Opportunities for Extension

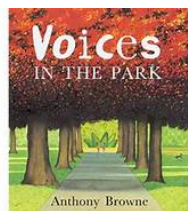
Purpose for writing: To entertain; To inform through narrative, recount writing and poetry.

Key text: Marcy and the Riddle of the Sphinx - Joe Todd-Stanton

Non Fiction texts: Recount texts- modelled writing

READING Whole class KEY TEXT(S): Voices in the Park - Anthony Browne

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.



MATHS:

Y3 Multiplication and division. Money
Measures: Length and perimeter; **Statistics**
Y4 converting mixed number and improper fractions, adding and subtracting fractions and equivalent fractions
Decimals: tenths and hundredths as fractions and decimals

<p>ENGLISH:</p> <ul style="list-style-type: none"> • To compose and rehearse sentences orally (including dialogue) using correct intonation and with controlled tone and volume to clarify meaning. • To extend a range of sentences using conjunctions including because, before, after, while, so and when. (Yr 4 - if, although) • I can use prepositions (e.g. before, after, during, in.) and adverbs (e.g. then, next and therefore) to express time and cause. • To begin to use fronted adverbials. (Yr 4 - with accurate punctuation) • To use paragraphs as a way to group related material. • To use simple organisational devices (for example, headings and sub headings). • In narratives, (begin to) create setting, character and plot. • To choose nouns appropriately for clarity and select some words deliberately for effect. • Develop nouns phrases expanded by adjectives, nouns, prepositional phrases. 	<p>MATHS:</p> <p>Yr 3 -</p> <p>Length and Perimeter; Fractions</p> <ul style="list-style-type: none"> • To continue to develop fluency and reasoning through all topics currently taught and previously covered. • To continue to develop quick recall of 2, 3, 4, 5, 8, 10 x tables. • Y4 converting mixed numbers and improper fractions, adding and subtracting fractions and equivalent fractions • Decimals: tenths and hundredths as fractions and decimals 	<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>Football skills and Healthy Living- delivery through Kidderminster Harriers.</p> <p>Swimming -</p> <p>To use a range of recognised strokes and personal survival skills eg. Front crawl, back crawl, breaststroke, sculling, floating and surface diving</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- Family and Friends

- To identify and introduce some of their relations;
- To name some common pets;
- To recognise some rooms in their home;
- To begin to make new sentences by substituting other vocabulary appropriately;

PSHE:

- Stereotypes
- Safety in numbers
- Basic First Aid
- Why pay taxes?

<p>ART:</p> <ul style="list-style-type: none"> • 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. 	<p>ICT/COMPUTING:</p> <ul style="list-style-type: none"> • To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture • To understand and experiment with rhythm and tempo. • To compose a piece of electronic music. • To understand the different parts that make up a desktop computer. • To recall the different parts that make up a computer. 	<p>ENRICHMENT: Ancient Egyptian workshop - links to the desert and consolidation of previous topic. World Book Day - Poet author visit.</p> <p>VERTICAL DRIVERS:</p> <ul style="list-style-type: none"> • Celebration of diversity • The environment • Our place in the world • Staying safe
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Assessment Descriptors	
Science Targets - A Year 3 Scientist	Science Targets - A Year 4 Scientist

- 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.

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Geography Targets - A Year 3

- 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.

Geography Targets - A Year 4

- 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>	