

Science

Plants

- Identify and describe the functions of different parts of flowering plants, roots, stem / trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal

(Botanic Gardens or Forbidden Corner Visit)

Living things and habitats

- 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

Working Scientifically

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Gather, record, classify and present data in a variety of ways to help in answering questions.

Geography: Rivers

Describe and understand key aspects of physical geography, including rivers and mountains

(Teesmouth Trip)

Computing: Creating an information Powerpoint

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.

Powerpoint.

READING

- The Flower
- The Secret Garden
- A Seed is Sleepy
- Jim and the Beanstalk
- Into the Forest
- The Tin Forest

Music: Representing the movement of the river

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Play musical instruments with increasing accuracy, fluency, control and expression.

PE

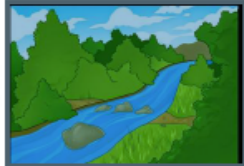
Dance

- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Term 6 Living with the Land

Art and Design: William Morris

Pupils should be taught about great artists, architects and designers in history.



French: Vive le sport!

Present ideas and information orally to a range of audiences.

Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance to build sentences; and how these differ from or are similar to English.

PHSCE: Medicine Matters and Drugs Education

Drugs, tobacco and alcohol:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

RE

Why do people visit Durham Cathedral today? Explores the importance of Durham Cathedral as a place of worship, pilgrimage, community and cultural expression.

DT – Evaluating Mechanical Systems

Focus: Evaluate existing products – I can investigate and analyse a range of existing products. I can understand how key events and individuals in design and technology have helped shape the world.

Technical Aspect: Mechanical systems – I understand and use mechanical systems (levers & linkages) in my products.

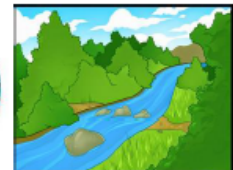
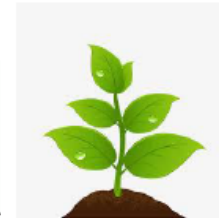
Term 6 Non Theme

PE

1. Dance
2. Athletics / Cricket
3. Swimming according to timetable.
4. Outdoor and Adventurous Activities

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, cricket], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.



Year 3/4 Term 6 : Living with the Land- Theme

| Vocabulary | | Knowledge |
|----------------|-----------------|--|
| root | stem | I know the functions of different parts of flowering plants, roots, stem / trunk, leaves and flowers |
| seed dispersal | | |
| pollination | soil | I know the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. |
| Nutrients | fertiliser | |
| Seed formation | | I know part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal |
| stigma | anther | |
| movement | organisms | I know that living things can be grouped in a variety of ways |
| vertebrate | invertebrate | |
| sensitivity | respiration | I know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment. |
| reproduction | growth | |
| bird | fish | I know that environments can change and that this can sometimes pose dangers to living things |
| mammals | reptiles | |
| amphibians | Predator / prey | |
| consumer | decomposer | |



Objectives – Science

Science Plants

- Identify and describe the functions of different parts of flowering plants, roots, stem / trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal

(Botanic Gardens or Forbidden Corner Visit)

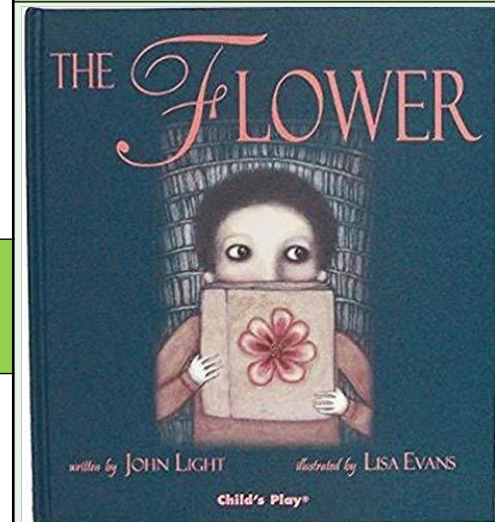
Living things and habitats

- 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

Working Scientifically

- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Gather, record, classify and present data in a variety of ways to help in answering questions.

Exciting Books



Year 3/4 Term 6 : Living with the Land- Theme

| Vocabulary | | Knowledge |
|------------|--------|---|
| PowerPoint | | I know different types of presenting software. |
| Text box | title | I know how to use different transitions between slides. |
| slide | font | I know how to add a title to a slide. |
| animation | image | I know how to insert a text box. |
| transition | insert | I know how to add animations. |
| preview | | I know how to insert pictures. |
| Slide show | | I know how to preview my presentation. |
| | | |
| Orchestra | | I know the different sections of the orchestra. |
| woodwind | | I know the names of some instruments from each section. |
| brass | | |
| string | | I know how to make the sound of each instrument. |
| percussion | | |

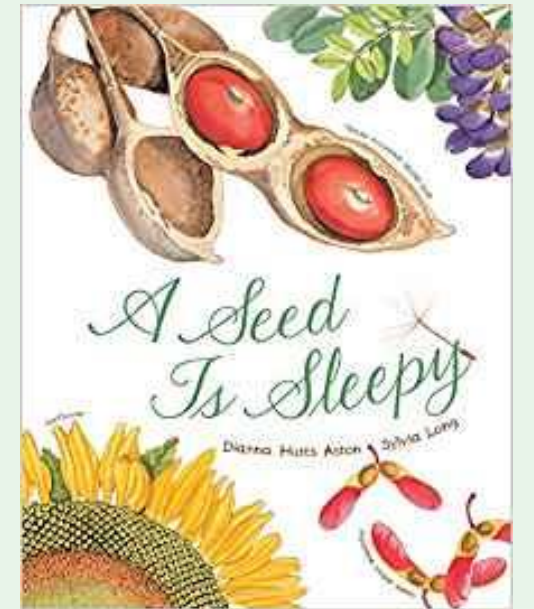
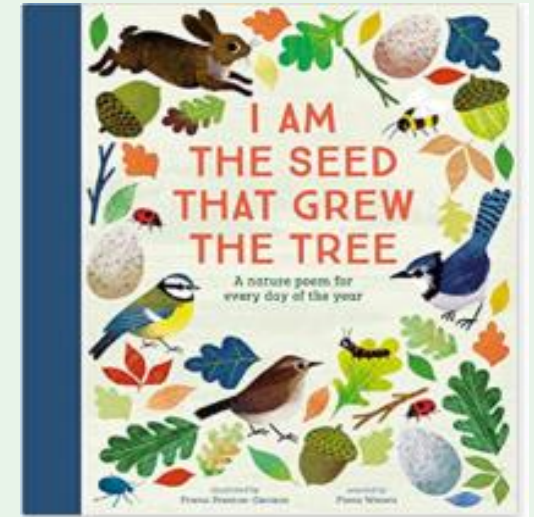


Objectives – Music and Computing

Computing: Creating an information Powerpoint
 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.
 Powerpoint.

Music: Representing the movement of the river
 Improvise and compose music for a range of purposes using the inter-related dimensions of music.
 Play musical instruments with increasing accuracy, fluency, control and expression.

Exciting Books



Year 3/4 Term 6 : Living with the Land- Theme

| Vocabulary | | Knowledge |
|----------------------------------|------------|---|
| estuary | | I know that a river begins at its source, usually in high ground. |
| Mouth | source | I know that an estuary is where a freshwater river meets the ocean. |
| meander | waterfall | I know that the mouth is where a river flows into another river, lake, sea or ocean. |
| | stream | I know that rivers erode the earth to create their path. |
| erosion | deposition | I know that rivers meander due to erosion. |
| tributary | delta | I know the different parts of the water cycle. |
| Ox bow lake | | |
| Tees, Wear, Tyne, Thames, Severn | | I know the names of the local rivers |
| William Morris | | I know that William Morris was an artist in Victorian times. |
| floral | designer | I know that he designed wallpaper and textiles. |
| textile | furniture | |
| Repeated patterns | | I know that all his pieces were hand crafted. |
| texture | | I can select colours and materials to create effect, giving reasons for their choices. |
| Shape | | I can refine my work as I go to ensure precision |
| Form | | |
| pattern | | I can learn and practise a variety of techniques, e.g. overlapping, mosaic and montage. |
| | | |



Objectives – Art and Design and Geography

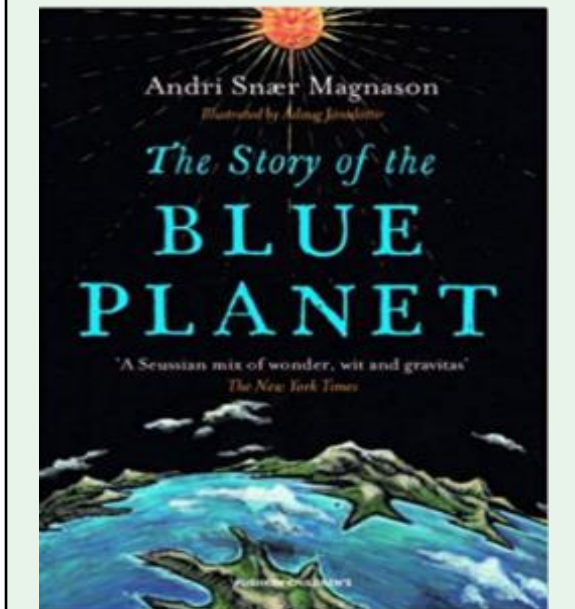
Geography: Rivers

Describe and understand key aspects of physical geography, including rivers and mountains
(Teesmouth Trip)

Art and Design: William Morris

Pupils should be taught about great artists, architects and **designers** in history.

Exciting Books



Year 3/4 Term 6 : Living with the Land

| Vocabulary | | Knowledge |
|----------------------|---------------|--|
| Design brief | | I can investigate and analyse how well products have been designed and made. |
| Design specification | | I can investigate why materials have been chosen and what methods of construction have been used. |
| evaluate | user | |
| purpose | Function | I can investigate and analyse how well products work, achieve their purpose and meet user needs and wants. |
| product | Effectiveness | |
| investigate | appealing | I can investigate and analyse who designed and made products. |
| pivot | Slider | |
| lever | Slot | I can investigate where and when products were designed and made. |
| push | sleeve | I can investigate and analyse whether products can be recycled or reused. |
| Guide/bridge | input | |
| output | Material | I know how mechanical systems such as levers and linkages create movement. |
| corrugated | Recycled | |
| strength | Component | I know the names of the different mechanisms. |
| appearance | | |

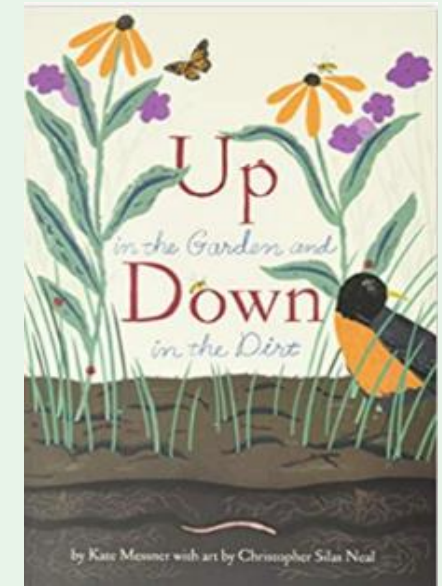


Objectives –Design Technology

Focus: Evaluate-existing products – I can investigate and analyse a range of existing products. I can understand how key events and individuals in design and technology have helped shape the world.

Technical Aspect: Mechanical systems – I understand and use mechanical systems (levers & linkages) in my products.

Exciting Books



Year 3/4 Term 6 : Living with the Land- Non Theme

| Vocabulary | | Knowledge |
|---------------------------------|-------------|--|
| joue | fais | I know how to say some sports in French. |
| velo | skate | I know how to say the days of the week in French. |
| danse | tennis | I know how to say I play (Je joue) and I can (Je fais) |
| sportif | etc | |
| medication | drugs | I know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking |
| dose | administer | |
| alcohol | | I can describe some of the features of Durham Cathedral and their significance. |
| pharmacist | chemist | |
| Prescription / over the counter | GP / NHS | I can describe some of the ways in which the Cathedral is used for Christian worship and pilgrimage |
| | tobacco | |
| pilgrimage | Worship | I can describe some of the ways in which the Cathedral is used for community use and cultural expression e.g., through exhibitions, the Miner's memorial, special events |
| cathedral | Reflection | I know the significance and influence of St Cuthbert and The Venerable Bede (and other northern saints) on Christian worship, pilgrimage, and life today |
| community | Lindisfarne | I can consider whether a Cathedral should be open to all whether they are religious or not? |



Objectives – French, RSE, Health and Well-Being and Religious Education

French: Vive le sport!

Present ideas and information orally to a range of audiences. Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance to build sentences; and how these differ from or are similar to English.

PHSCE:

Drugs, tobacco and alcohol:

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Exciting Books

