

Summer A - THE GREAT OUTDOORS - Y3/4

	Week 1 TRAINING DAY TRIP THURSDAY/ FRIDAY	Week 2 BANK HOLIDAY	Week 3	Week 4	Week 5 JUBILEE WEEK
Literacy	Reading comprehension - finding information about pond dipping. Making pocket books about ponds.	The Flower - reading comprehension based on the story and writing description of the setting using adjectives and positional openers.	The Tin Forest - reading comprehension based on the story and writing description of the setting using adjectives and positional openers.	Debating - Should plastic be banned? Balanced argument	Reading assessments?
Science Habitats	Aiming High. Let's Think Activity 2.1 Where do I live? Classifying animals according to their habitats. Where do things live around our school, investigate local habitats, mark on map where animals may live	Continue work related to habitats from trip - which creatures did we see, how could these animals be grouped? Use children's own ideas. Why it is important to group animals and plants due to the variety of them.	Let's Think Activity 2.2 Think about how animals are adapted to their environment. Introduce groups in order to classify animals, endo/exo skeleton, and invertebrate. Sub-classifications; mammal, amphibian, reptiles. Classify pictures of animals in groups.	To identify food sources of an animal and the structure of a food chain. Children to create their own food chains for a chosen habitat. Plan an investigation to find out which place a woodlouse prefers to live in.	Considering which creatures live in the habitat of St Mary's Island and relating this to Forest parks work. How can a habitat be changed and what impact would this have on the animals that live there?
Geography Environments	Talk about places the children have visited outdoors. What does the outdoors have to offer in our local area? Relate to activities and habitats. Identify places on local maps.	Draw a map of the area from trip and mark different features of the area.		Science Link - Discuss how changes to a habitat can change the food chain and affect the animals which live there.	Forest Parks, respond to a situation where there may be environmental change.

Art		Talk about artwork inspired by rock pools. Follow a guided session by an artist learning how to sketch lines and shapes of shells.	Children use sketches from previous lesson to sketch a rockpool inspired piece of artwork. Focus on lines and shapes.	Children choose a palette of colours to work from. Complementary or contrasting. Use watercolour paint to colour wash on wet paper. Apply salt as a technique to create a new paint effect.	Children use watercolour paint to paint in shells, seaweed and pebbles. Children apply a finishing technique of drawing around original sketches with black pen to highlight lines and shapes.
I.C.T. Data Bases PPA	Children to learn about what a data base is. Chn use flexitree/2simple to investigate existing database.	Chn to create branching database for chosen environment animals using flexitree/2simple.	Chn to create branching database for chosen environment animals using flexitree/2simple.		
RE Buddhism PPA	Children learn about who founded Buddhism. Read and act out the story of Siddhartha Gautama.	Children learn about the Four Noble Truths in Buddhism. How might human craving affect nature and the environment? What do the children think they need or crave? Can they design their own 'middle way' for their own life?	Children learn about the Buddhist concept of The Eight-Fold Path. Draw an image to represent their understanding of 'right intent' 'right speech' and 'right effort'.	Children learn about the Buddhist concept of 'Enlightenment'. Children learn about the Five Precepts (morals) of living a Buddhist life. Can the children draw similarities to other faith families? Children use precepts of 'Do no harm' and 'Do not steal' and their own ideas create a poster encouraging people to look after the natural world.	Continue work on posters. Paint or colour to complete.
PSHE Be Yourself - respectful relationships	Respect and Consent - Lucinda and Godfrey - Discuss the story where Lucinda feels uncomfortable when her aunt kisses her. How can we deal with situations which we are not comfortable with?	NSPCC Share Aware that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Responsibility. Discuss the story related to Lucinda and Godfrey about what happens when the children start to make their own decisions and how they can ensure that they make sensible choices.	Pride - What do we feel proud about? What is the difference between being proud of ourselves and making others feel bad by boasting?	Falling out - how do we deal with conflict in our friendship group? Look at different strategies which can help and discuss when we need to ask an adult to help us.
French Our School	What's in the classroom? Classroom objects and 'it is here.'	What's in your pencil case? Using the indefinite article.	School subjects. How to say which ones we like/don't like as much.	PE commands (lesson 4) Naming places around school (lesson 5)	What do you like to do? Introducing infinitive verbs.
PE	Netball	Netball	Netball	Netball	Netball
PE ATHLETICS Y3 and Chestnut	What is athletics? Running at different speeds and stamina.	Sprinting - techniques for increasing our speed to run 50m	Hurdling The children will learn the techniques for hurdling.	Standing jump The children will learn how to improve their standing jump.	Throwing The children will develop their over arm and underarm throwing.

	Jumping from the spot and throwing underarm.	using good arm technique			
PE Oak and Poplar Y4	Swimming	Swimming	Swimming	Swimming	Swimming
MUSIC	Recorder - learning the note G and playing tunes with the notes BAG	Recorder - playing the notes BAG and incorporating a rest.	Recorder - learning a new tune with the notes BAG and a rest	Practising and performing the tunes that we have learnt this half term.	