

## Year 3/4 – Cycle B- Summer Term

River Deep, Mountain High

**CHRISTIAN VALUES: 'LIFE'**  
LOVE, INTEGRITY, FORGIVENESS, EQUALITY

In this geography-based unit, pupils will build on their learning about Egypt as they follow the course of the Nile from its source to its destination. Pupils will expand their knowledge of how flooding was essential in Ancient Egypt for the growth of crops, and consider how human involvement has changed this in modern Egypt. The children will debate the causes and impact of flooding more generally. Linked to our science unit, pupils will consider the environmental issues impacting riverside habitats and the creatures that live there. They will consider 'What has it got to do with me?'

**Big Question: Are rivers the source of life?**

**SMSC: Door moment: Going through the door, moving on through action- the choices we make, doing something active, a change in attitude, behaviour or thinking: Pupils will consider environmental issues impacting on riverside habitats and the creatures that live there. They will consider 'What has it got to do with me?', and whether they can effect change.**

**Rich Texts:**  
Various titles by  
Anthony Brown

Peter Pan by J.M  
Barrie

The Island of the  
Nine Whirlpools by  
E.Nesbit

**Our Learning Values: 'REACHING'**

**The children will:**

- . Responsibility - be in control of their own learning,
- . Evaluative - evaluate what they have done and make changes if they need to
- . Ambitious - always want to do my best to reach my goals.
- . Collaborative - work with others, sharing my strengths and ideas.
- . Hardworking - strive to do their best in all they do
- . Independent - find and use what I need to help me.
- . Nimble-minded - be open to new ideas and ways of doing things.
- . Gritty - have a go and persevere especially when I find it difficult or don't enjoy it.

**As Readers and Writers we will:**

- Read and respond to texts by the same author, Anthony Brown
- Explore how illustrations can add to the reading experience in different ways.
- Use drama to explore characters' thoughts and feelings.
- Write in role as various characters from our key texts.
- Plan and write our own narratives in response to key texts.

**As Mathematicians we will:**

**Year 3:**

- Become familiar with an increasing range of shapes, describe their properties and draw them accurately.
- Recognise that angle is the amount of turn.
- Develop our estimation skills using standard measures.

**Year 4:**

- Become familiar with a wider range of 2D and 3D shapes, know the correct names of these and refer to their properties.
- Classify shapes and understand that shapes can belong to more than one classification.
- Understand that the smaller the unit of measure, the greater the number of units needed to measure.

**As Geographers we will:**

- Identify the source of the River Nile and understand why rivers begin in mountains.
- Locate and plot the course of the River Nile on a map.
- Identify geographical features of the River Nile.
- Learn the effect that climate can have on the landscape and human activity.
- Analyse the effect human changes can have on an environment.

**As Scientists we will:**

- 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 flowering plants, including pollination, seed formation and seed dispersal.
- 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.

**As British & Global Citizens we will:**

- Understand the impacts, both positive and negative, that humans can have on natural environments.

**Computing:** The children will identify the benefits of using ICT to send messages and communicate, and learn to use a spell checker effectively. They will explore how to use search engines to find specific websites and continue to build their skills in manipulating text. E-safety – Children will begin to identify when an email or attachment is unsafe to open and the potential risks involved.

**ART/ DT:** The children will create a collaborative river collage using a range of techniques including texturizing with masking tape, lines and marks through drawing, exploring with paint and collage layering. They will also research the artwork of layered print artist William Morris before creating their own print inspired by their science research into animals and their habitats. In DT, they will make their own pneumatic model using syringes to power it.

**RE: Unit: Passover Concept: Freedom**

The children will explore the concept of freedom, including what this means and when it is celebrated. They will then learn how freedom is expressed in Judaism and why it is important to many Jews to celebrate freedom.

**Unit: Pentecost Concept: Kingdom of God**

The children will learn what the Kingdom of God is in relation to Christianity. They will read the story of Pentecost and learn why this is important in Christianity.

**PE/GAMES:** This term the children will have the opportunity to learn to swim, or continue to practise their swimming skills with professional swimming coaches. They will be learning and practising how to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.

**Cricket/Rounders:** We will learn to step and advance on to a static ball to strike, send overarm with reasonable accuracy and play small versions of the game with understanding. We will play competitively, break down skills, and learn tactics & rules.

**Athletics:** We will learn the difference between a push and a throw when sending objects and start to work as a team when running in a relay. We will also perform basic triple jump.

**MFL:** The children will learn how to describe their school in French through simple conversations. They will learn the names of objects around the classroom, say what they like about school and name the different places around school. They will then move on to read and interpret school timetables and describe what they do at different times of the day. The children will also look at a TV schedule and ask and answer questions.

**MUSIC:** Children will listen to the Mukhtar Lyall-puri version of the North American Indian folk song 'The River is Flowing'. They will identify the mood and character of the song & how the tune is developed throughout the recording. They will then use Angela's shape poem 'The River's Journey' as a composing stimulus. In our music unit "In the Hall of the Mountain King" (by Greig) children will explore duration and the use of gradual increases of dynamics and tempo and the effect it has on the character and mood of music. Children will develop their own rhythms within a simple structure, performing them with gradual changes of dynamics and tempo and recording their ideas using traditional notation.

**RSHE:** Linking in with our work on the environment, we will be asking: How can our choices make a difference to others and the environment? We will discuss how people have a shared responsibility to help protect the world around them and how everyday choices can affect the environment. We will think about who our choices can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) and think about our own personal responsibility.

We will also think about how can we manage risk in other places: how to recognise, predict, assess and manage risk in different situations and keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety). In addition, we will consider how people can be influenced by their peers' behaviour and by a desire for peer approval and how to manage this influence. We will consider how rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.

As part of our e-safety work, children will learn about how people's online actions can impact on other people. They will learn how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online. They will also learn how to report concerns, including about inappropriate online content and contact.