

Project Coverage Overview

Autumn 1 - Geography Focus



Year 3/4 Project: Extreme Weather – What effects climate?

Our project for the first half term includes science, the foundation subjects excluding history and DT (covered next half term) and opportunities to apply skills as readers, writers and mathematicians across other lessons. Details of end of year expectations for core areas are included in your child's planner.

As writers we will ...	As artists we will ...	As geographers we will ...	As musicians we will ...	In RE we will ...
<ul style="list-style-type: none"> Explore the layout and structure of non-fiction texts and create our own non-chronological reports about weather. Write as a scientist, recording our experiment. Write for a range of real purposes and audiences as part of their work in across the curriculum in a variety of genres. Use headings and subheadings to aid presentation. Write poetry inspired by the weather 	<ul style="list-style-type: none"> Develop ideas from starting points across the curriculum. Comment on art works using visual language. Use sketch books to record some pieces of work and begin to evaluate these. Improve our techniques in sketching and drawing. Use pencil, charcoal and pastels to experiment with shading and different mark-making techniques to create an effect. Use techniques to create weather images. 	<ul style="list-style-type: none"> Investigate what creates weather Locate and compare different climate zones from around the world on a map. Investigate extremes of temperature and the impact it has on humans, plants and animals. Investigate extreme weather events: why do they happen and what effect do they have? 	<p>Mamma Mia:</p> <ul style="list-style-type: none"> Listen and Appraise the song Mamma Mia and other Abba songs Learn and/or build on knowledge and understanding about the dimensions of music Practice and perform the song collaboratively. 	<p>Answer the questions:</p> <p>What can we find out about a local Hindu community? How do Hindus worship at home? Why is Diwali such an important period for Hindus?</p> <ul style="list-style-type: none"> Retell some special stories about religious events and people. Use religious words and phrases to describe some religious actions and symbols Describe some ways in which religion is lived out by believers Ask and respond to questions about their own and other's experiences and feelings Ask questions about what they and others wonder about and realise that some questions are difficult to answer.
As readers we will ...	As linguists we will ...			
<p>Listen to stories and non-fiction books about weather, comparing and contrasting the characters and features of texts. Research extreme weather using a selection of non-fiction texts - retrieving and recording the information.</p> <ul style="list-style-type: none"> Ask questions to improve our understanding of a text Retrieve and record information from non-fiction. Comment on similarities, themes and conventions in a range of texts. Give reasons for the use of presentational devices for a wider range of texts. 	<ul style="list-style-type: none"> Respond to some simple classroom instructions in French. Respond to some simple questions when prompted with visual cues. Say animal vocabulary for pets and farm animals in French. Ask questions about pets Describe animals using adjectives in French. Use prepositions in French. Name animal homes in French. 			

As mathematicians we will ...	As programmers in Computing we will ...	As scientists we will ...	As citizens we will ...	As a sports person in PE we will ...
<ul style="list-style-type: none"> • Read and measure scales in ml and degrees centigrade (rainfall/temperature). • Measure and record wind speeds. • Record direction of the wind. • Create tables to show and compare data. 	<p><i>Collaborative Learning:</i></p> <ul style="list-style-type: none"> • Children learn about how to work collaboratively in a responsible and considerate way. • Use a range of collaborative tools including Google Docs, Slides, Forms and Sheets. • Discuss benefits of working together and how the Internet allows this even when people are not physically in the same location. • Use Seesaw to record our work in all curriculum areas • Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p><i>Forces and Magnets:</i></p> <ul style="list-style-type: none"> • Identify forces and investigate the effects of friction. • Investigate magnetic and non-magnetic materials, the strength of magnets and identify the poles. • Use magnets to invent a game • Ask relevant questions and using different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. 	<ul style="list-style-type: none"> • Recognise our own worth and identify positive things about ourselves and our achievements • Face new challenges with positivity • Understand why rules are needed and how they relate to rights and responsibilities • Understand that our actions affect ourselves and others • Make responsible choices • See things from the point of view of others. 	<ul style="list-style-type: none"> • Y4 - Participate in a variety of ball games that involve passing, maintaining possession, striking and fielding (Hockey). • Y3 - Use a variety of ball skills effectively and be able to keep possession of a ball using a hockey stick. (Hockey) • We will learn how to keep fit and stay healthy (ongoing)