

Topic Hook	Which environment is MOST extreme: tropical rainforests or polar regions? Would you rather explore in Antarctica or stay with an indigenous community in the Amazon rainforest?					
	Suggested activities	Enrichment Activities	Writing Opportunities	Numeracy-Application of skills	Spoken Language	Assessment
English	<p>Genres covered: Non-chronological report Recount Newspaper report Persuasive writing (debate) Poetry Narrative</p> <p>Key text/stories: Iceland's Orangutan advert Varjak Paw Cats (poetry) Macavity the Mystery Cat (poetry)</p>	<p>Year 3 SPaG: Using and punctuating direct speech. Use a wider range of conjunctions including - when, if, because, although. Use present perfect form of verbs Use conjunctions. Adverbs and prepositions to express time and cause.</p> <p>Year 4 SPaG: Devices to build cohesion with a paragraph Linking ideas across paragraphs using adverbials of time Use of relative clauses Use of commas to clarify meaning or avoid ambiguity Brackets, commas and dashes to indicate parenthesis</p>		<p>Year 3 Reading: Retrieve and record information from non-fiction Identify how language, structure and presentation contribute to meaning. Retrieve and record information from non-fiction Asking questions to improve understanding of text. Discussing words and phrases that capture the reader's interest. Reading a range of books for a range of purposes.</p> <p>Year 4 Reading: Retrieve, record and present information from non-fiction Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Provide reasoned justifications for their view</p>		
Maths	<p>Year 3</p> <p>Number: Fractions</p>	<p>Year 4</p> <p>Number: Decimals</p>				<p>Power Maths books</p> <p>Maths books</p>

	Measures: Statistics Mass & Capacity Time Money Angles & Properties of shape	Measures: Statistics Time Money Angles & 2D shapes Geometry - Position & Direction				Maths meeting books Discussions Problem Solving/ investigations WRM assessment
Science	Electricity STEM - Electrical posters - link to DT Forces and Magnets Describe magnets as having poles - predict whether 2 magnets will attract or repel. Observe how magnets attract and repel. Compare how things move on different surfaces Working Scientifically: reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations; identifying scientific evidence that has been used to support or refute ideas or arguments.	Make own battery with lemon	Letters to Winter Garden Museum - Information Design posters (Electrical Posters)	Sorting diagrams	Listening and Respond *Listen and respond appropriately to adults and their peers. *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Asking and Answering Questions *Ask relevant questions to build knowledge and understanding linking to responses of others. *Articulate and justify answers, arguments and opinions to questions. Vocabulary	Written work Experiments

	<p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary;</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>				Use vocabulary that is appropriate to the topic.	
STEM	<i>Make an Electrical Poster (D&T topic)</i>					
History	<p>Famous expeditions</p> <p>History of the explorers of the Arctic and Antarctic</p> <p>Cause and consequence</p> <p>Similarity/differences</p> <p>Significant historical people</p> <p>How environments have changed over time</p>	Interview an explorer	Create their own journal, diary entry to prep them for roleplay of green screen as though it is cam footage from an expedition from an environment of their choice	<p>Statistics of weather and mapwork</p> <p>Graphs</p>	<p>Listening and Respond</p> <p>*Listen and respond appropriately to adults and their peers.</p> <p>*Participate in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Asking and Answering Questions</p> <p>*Articulate and justify answers, arguments and opinions to questions.</p> <p>*Understand that people might have different opinions and begin to explain why.</p> <p>Vocabulary</p> <p>*Use vocabulary that is appropriate to the topic and audience.</p> <p>*Recognise some powerful words and phrases in texts</p>	Written work, discussions and role play (green screen).

					<p>and begin to use them in talking and writing.</p> <p>Spoken Language(descriptions and explanations)</p> <p>*Give well- structured descriptions, explanations for different purposes. Participate in discussions, presentations, performances, role play and debates.</p> <p>*Consider and evaluate different viewpoints.</p>	
Geography	<p>Kapaw unit: Who lives in Antarctica?</p> <p>-Describe what lines of latitude and longitude are, giving an example.</p> <p>-Understand that the Northern and Southern Hemispheres experience seasons at different times.</p> <p>-Define what climate zones are.</p> <p>-Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</p> <p>-Describe Antarctica's location in the far south of the globe.</p> <p>-State that tourism and research are the two main reasons people visit Antarctica.</p> <p>-Describe equipment researchers might use and clothes they wear.</p> <p>-List some of the research carried out in Antarctica.</p> <p>-State the outcome of Shackleton's expedition.</p>	<p>Visit to the Winter Botanical Gardens</p> <p>Fieldwork biodiversity and tree survey using our local environment</p>	<p>Use of Perfect planet clips to write: explanation texts; non-chronological reports; Arguments; Persuasive posters/leaflets</p> <p>Formal letters to the government; Informal thank you letter to Sir David Attenborough.</p>	<p>Use of grids/squares to locate equator etc accurately.</p> <p>8 figure compass references for directional language</p> <p>4-figure grid references</p>	<p>Listening and Respond</p> <p>*Listen and respond appropriately to adults and their peers.</p> <p>*Participate in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Asking and Answering Questions</p> <p>*Articulate and justify answers, arguments and opinions to questions.</p> <p>*Understand that people might have different opinions and begin to explain why.</p> <p>Vocabulary</p>	Written work and discussions.

	<p>-Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</p> <p>-Describe a similarity and difference between life in the UK and life in Antarctica.</p> <p>-Confidently use the zoom function on a digital map.</p> <p>-Begin to recall the eight points of a compass, following at least four of them.</p> <p>-Recognise and describe features on their school grounds from an aerial map.</p> <p>-Draw a map of the route they take on an expedition.</p> <p>-State one thing that went well on the expedition and one aspect that did not go as hoped.</p> <p>Kapaw unit: Why are rainforests important to us?</p> <p>-Describe a biome and give an example.</p> <p>-State the location and some key features of the Amazon rainforest.</p> <p>-Name and describe the four layers of tropical rainforests.</p> <p>-Understand that trees and plants adapt to living in the rainforest and give an example.</p> <p>-Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</p> <p>-Name one way in which the Amazon is changing.</p> <p>-Articulate why the Amazon rainforest is important.</p>		<p>Diary writing based on expeditions (Link with Survivors text)</p> <p>Double page spreads to present information of natural disasters</p>		<p>*Use vocabulary that is appropriate to the topic and audience.</p> <p>*Recognise some powerful words and phrases in texts and begin to use them in talking and writing.</p> <p>Spoken Language(descriptions and explanations)</p> <p>*Give well- structured descriptions, explanations for different purposes.</p> <p>*Speak audibly and fluently.</p>	
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	<p>-Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</p> <p>-Use a variety of data collection methods with support.</p> <p>-Summarise how the local woodland is used and suggest changes to improve the area.</p>					
Art	<p>Painting and mixed media: techniques</p> <p>Sketching and use of oil pastels and other mediums</p> <p>4 view animals based on an animal from a biome/extreme environment</p> <p>Chn will view animals from different perspectives, explore textures and tones to replicate 4 images (fur/skin up close, eye, and two other body parts e.g. ear and tail).</p> <p>Talk about the drawing tools and techniques</p> <p>Use a wide range of different lines</p> <p>Experiment with the production of light and dark shades of colour</p> <p>Artist: Margaret Mea floral - could use watercolours too</p> <p>AND</p> <p>Water colour mountain discs.</p> <p>Identify the primary colours needed to mix all secondary colours.</p> <p>Experiment with the production of light and dark shades of colour</p> <p>Apply one material to the surface of another a material</p>		Within Geography lessons.	<p>Symmetry</p> <p>Shapes</p>	<p>*Understand that people might have different opinions and begin to explain why.</p> <p>*Use vocabulary appropriate to the topic</p> <p>*Build on what other have said in discussion and begin to give own views.</p>	

	<p>Artist: Henri Rousseau 'Tiger in The Storm' for Rousseau frames Or Artist: Oenone Hammersley 'White Tipped Tree Frog'</p> <p>To talk about and make prints and sculptures using natural materials Artist: Andy Goldsworthy Richard Shilling</p>					
Music	<p>KAPOW Creating Compositions for animation</p> <p>KAPOW: Body and tuned percussion - The Rainforests Year 4</p>		Compose own verses	Sequencing	<p>*Consider and evaluate different viewpoints *Select different words that can be used to talk about similar feelings</p>	
D/T	<p>KAPOW: Electrical systems: Electrical posters</p> <p>Extra: Layers of the rainforest within shoe boxes or diorama</p>	Visit Winter Gardens	Within Geography lessons.	Measure accurately	<p>*Consider and evaluate different viewpoints, attending to and building on the contributions of other. *Use vocabulary appropriate to the topic</p>	

RE	<p>How and why do people show care for others?</p> <p>Why do people go to Durham Cathedral (or other local places with significance for Christians) today?</p>	<p>Invite parent (Muslim) into school to discuss Zakat with the cohort</p> <p>Design and make a 'Tzedakah' box</p> <p>Use green screen to role play The Chase - RE Edition</p> <p>Design a stained-glass window</p> <p>Lego project: Durham Cathedral</p>	<p>Read the 'Happy News' Newspaper and write our own articles based on kind acts/care shown within our school community to create a whole-school display.</p>	Scale	<p>Listening and Respond *Listen and respond appropriately to adults and their peers. *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Asking and Answering Questions *Ask relevant questions to build knowledge and understanding linking to responses of others. *Articulate and justify answers, arguments and opinions to questions. Vocabulary Use vocabulary that is appropriate to the topic.</p>	
P.E	Swimming	Weekly visits to Jarrow swimming pool		Counting Sequencing Problem Solving Reasoning	*Select and use appropriate registers for effective communication.	Filming chn and then play back videos for chn to self and peer evaluate

	Athletics	Attending a sporting competition		Counting Time		
French	KAPOW: Fabulous French Food KAPOW: Gourmet Tour of France				*Participate in discussions, presentations, performances, role play, improvisations and debates.	
Computing	Creating media - Photo editing (Y4) Programming A - Sequence in music (Y3) Programming B - Events and actions (Y3)				*Use vocabulary appropriate to the topic *Ask relevant questions to build knowledge and understanding	
PSHCE You, Me and the World!	Healthy lifestyles -Know the basic ways to develop a healthy lifestyle: emotionally, mentally and physically -Recognise risks (good and bad). -Why it is important to take risks to develop your growth mind-set -Decide how to behave appropriately e.g. road safety. First aid -Can confidently identify the number to call in an emergency -Are able to identify their postcode with increasing confidence, moving away from the postcode song but can still refer to it - Can begin to mimic a conversation with	Work with First Aiders and on occasions, can shadow first aid-duty. Create informative/instructional videos to teach people who to clean and dress a graze.			Listening and Respond *Listen and respond appropriately to adults and their peers. *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Asking and Answering Questions *Ask relevant questions to build knowledge and understanding linking to responses of others.	

	<p>the emergency services based on some scenarios</p> <ul style="list-style-type: none"> -Are able to discuss with increasing confidence, how to clean and dress a cut/graze -Are able to develop their skills in dressing a head injury <p>Environmental/news-based project/discussion- direct link to Extreme Environments</p> <ul style="list-style-type: none"> -Discuss a current topical news event. Carry out work surrounding this. -Discuss how we as individuals can improve and harm our local and wider development, as can the wider world. Think about sustainability briefly. 	<p>Speak to/interview a nurse</p> <p>Watch Step into NHS day clips</p> <p>Visit to the Winter Gardens</p>			<p>*Articulate and justify answers, arguments and opinions to questions.</p> <p>Vocabulary</p> <p>Use vocabulary that is appropriate to the topic. Justify answers to show understanding of the question posed.</p> <p>*Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>*Begin to take part in specific character role and take part in discussions whilst in character.</p>	
Global links / Eco Links	<p>Within our Geography topic:</p> <ul style="list-style-type: none"> - Climate change - Sustainability - Fair Trade <p>Yoga</p> <p>Mindfulness art</p>	<p>Watch David Attenborough / Perfect Planets documentaries</p>	<p>Write an argument</p> <p>Write letters to persuade supermarkets to use palm free products</p>		<p>*Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>*Consider and evaluate different viewpoints</p> <p>Vocabulary</p> <p>Use vocabulary that is appropriate to the topic. Justify answers to show understanding of the question posed.</p>	

Career links	<p>Nursing and other jobs that require staff who are first aid trained.</p> <p>- Charity work /volunteering for WWF</p>	<p>Interview an auxiliary nurse who will attend school</p> <p>Interview a team member from WWF</p> <p>Invite parent (Muslim) in to discuss Zakat (charity)</p> <p>Raise money for charity - chn choose their chosen charity.</p>	Create questions to be asked.	<p>Measurements</p> <p>Statistics</p>	<p>Asking and Answering Questions</p> <p>*Ask relevant questions to build knowledge and understanding linking to responses of others.</p> <p>*Articulate and justify answers, arguments and opinions to questions.</p> <p>*Consider and evaluate different viewpoints</p>	