

Year 3/4 Unit of Learning – Autumn 2 DANGER ZONES

Key Question What will happen to the world in the future?	Central Idea Over time, living things need to adapt to survive. Humans and animals have intended and unintended impacts on the world's environments	Guiding Questions What environments are in danger? What is global warming? How are human actions affecting the environment? What are the threats to our local environment? What can we do to save our planet?	
NC Computing I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs I can understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content I can select, use and combine a variety of software (including internet services) 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 I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Values Excellence Resilience Responsibility Trust Courage Respect Determination Freedom Equality Honesty Confidence Kindness	Religious Education Hinduism unit 1 - Diwali I understand what Hindus think about god I know what Diwali stories explain about god I know the role of a Hindu temple in a Hindu's life I can respect the beliefs, teachings, practices and ways of life of a Hindi	PHSE <i>Getting on and Falling out (saying no to bullying - anti-bullying week)</i>
	Core Texts /Visits Recycling Centre – Southwark The Tree Lady - Joseph Hopkins Films – Wall-E, Fern Gully, An Inconvenient truth		
	Spanish Quando es tu cumpleaños? (When is your birthday) Recap on the months of the year. Cuando es tu cumpleaños? Mi cumpleaños es en		
	Writing Genres Coverage across the year: Fiction Narrative including fairy tales and myths Adventure, mystery and real life stories Poetry		

<p>PE NC Knowledge and Skills</p> <p>Games 1 I can use running, jumping, catching and throwing in isolation and in combination I can play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Dance I can develop flexibility, strength, technique, control and balance I can perform dances using a range of movement patterns</p> <p>Swimming I can swim competently over a distance of at least 25 metres. I can use a range of strokes effectively I can perform safe self rescue in different water based situations I can work with confidence in the water. I can explore and use skills actions and ideas individually and in combination eg use arms to pull and push the water. I can remember, repeat and link skills.</p>	<p>PE Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones to achieve my previous best.</p> <p>I can devise and use rules I can recognise which activities help my speed, strength and stamina and know when they are important in games I can recognise how specific activities affect my body I can explain my ideas and plans recognise aspects of my work which need improving and suggest how.</p>	<p>Playscripts <i>Descriptive writing</i> <i>Suspense writing</i></p> <p>Non-Fiction Newspaper reports Persuasive Instructional Non chronological report Explanation Debate and balanced arguments Recount Letter writing Biography</p>	<p>Singing</p> <p>I can play and perform in solo and ensemble contexts, using my voice with increasing accuracy, fluency, control and expression</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can sing in tune with expression</p>	<p>Music NC</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can use and understand staff and other musical notations</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can develop an understanding of the history of music.</p>
<p>Science NC Skills Working Scientifically</p> <p><i>I can ask relevant questions I can ask relevant questions and use different types of scientific enquiries to answer them I can set up simple practical enquires, comparative and fair tests I can make systematic and careful observations and where appropriate take accurate measurements using standard units with a range of equipment I can gather, record, classify and present data in a variety of ways to help answer questions I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. I can report on findings from enquires including oral and written explanations, displays or</i></p>	<p>Science NC Knowledge and Skills</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can 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 I can investigate the way in which water is transported within plants I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. I can recognise that environments can change and this can sometimes pose dangers to living things.</p>	<p>Geography NC Knowledge and Skills</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>I can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Art NC Designing a sustainable product</p> <p>I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately</p> <p>I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>I can investigate and analyse a range of existing products</p>	

<p><i>presentations of results and conclusions</i></p> <p><i>I can use result to draw simple conclusions , make predictions for new values, suggest improvements or raise further questions</i></p> <p><i>I can identify differences, similarities or changes related to simple scientific idea sand processes</i></p> <p><i>I can use straight forward scientific evidence to answer questions or support their findings.</i></p>		<p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>I can understand how key events and individuals in design and technology have helped shape the world</p>
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Key Outcome

Create a documentary to highlight the issues facing the world
 Class trip: Southwark Recycling centre trip