

# Bishops Lydeard Church School – Learning Pathway

Project Title: Food Glorious Food!

Year Group: 3/4 Owls

Term: Summer

| Subject   | 1   | 2 | 3 | 4 | 5 | 6 | 7   | 8 | 9 | 10 | 11 | 12 | 13 |
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| <b>English</b>  | Daily Guided Reading<br>Daily SPaG<br>Daily Writing for Accuracy<br>Class Reading book – The nowhere emporium<br><br>Writing to entertain: The Pied Piper<br>Writing to inform: Please let us go home!  |   |   |   |   |   | Daily Guided Reading<br>Daily SPaG<br>Daily Writing for Accuracy<br>Class Reading book – The nowhere emporium<br><br>Writing to entertain: The Caravan<br>Writing to inform: Should Mitch be grounded?  |   |   |    |    |    |    |
| <b>Maths</b>  | Maths Blast 3 x week<br>Natty numbers 10 minutes daily<br>Arithmetic / written method fluency 1 x week<br><br>Area<br>Perimeter<br>Volume<br>Time   |   |   |   |   |   | Maths Blast 3 x week<br>Natty numbers 10 minutes daily<br>Arithmetic / written method fluency 1 x week<br><br>Geometry: Properties of shape, Position and direction<br>Algebra: Sequences and exploring patterns<br>Statistics  |   |   |    |    |    |    |
| <b>Science</b>  | Animals inc. humans <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions</li> </ul> Construct and interpret a variety of food chains, identifying producers, predators and prey |   |   |   |   |   | Animals inc. humans <ul style="list-style-type: none"> <li>Describe the changes as humans develop into old age</li> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul> Describe the ways in which nutrients and water are transported within animals, including humans |   |   |    |    |    |    |
| <b>ICT<br/>(creative use of technology)</b>             | Information technology: <ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>Select, use and combine a variety of software 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.</li> </ul>  |   |   |   |   |   | Digital literacy: <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>  |   |   |    |    |    |    |
| <b>Art<br/>Specific artist / designer / architect =</b> | <b>Floral/food origami</b> (link to DT, Science- short unit)<br>Maud Vantours, Ollanski<br><br><b>Objectives:</b>   |   |   |   |   |   | <b>Botanical art study</b><br>Mary Anderson Grierson<br><br><b>Objectives:</b>  |   |   |    |    |    |    |

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|                           | <p>-find out about the work of artists, craft makers and designers making links to their own work.</p> <p>-improve mastery of art and design techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>-continue to develop sketch books to record observations and use them to review, revisit and develop ideas, including mixed media work and annotations.</p> <p>-work on a range of surfaces and scales.</p> <p>-develop artistic/visual vocabulary to discuss work</p> <p>-share own creations explaining the process used.</p> <p>-Create own artwork in the studied style</p> <p><b><u>Specific Skills (WALT):</u></b></p> <p>-draw using a variety of tools, techniques and surfaces</p> <p>-use tracing to explore shape, proportion and pattern</p> <p>-use a variety of ways of recording art work, eg iPads, cameras.</p> <p>-experiment with a wide range of materials, exploring combining techniques and styles.</p> <p>-explore complimentary and contrasting colours and lightening / darkening with black or white.</p> <ul style="list-style-type: none"> <li>- explore folding and layering techniques</li> </ul> | <p>-find out about the work of artists, craft makers and designers making links to their own work.</p> <p>-improve mastery of art and design techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>-continue to develop sketch books to record observations and use them to review, revisit and develop ideas, including mixed media work and annotations.</p> <p>-work on a range of surfaces and scales.</p> <p>-develop artistic/visual vocabulary to discuss work</p> <p>-share own creations explaining the process used.</p> <p>-Create own artwork in the studied style</p> <p><b><u>Specific Skills (WALT):</u></b></p> <p>-draw using a variety of tools, techniques and surfaces</p> <p>-experiment with tones, shading and shadows</p> <p>-use tracing to explore shape, proportion and pattern</p> <p>-experiment with a wide range of materials, exploring combining techniques and styles.</p> <p>-explore complimentary and contrasting colours and lightening / darkening with black or white.</p> <ul style="list-style-type: none"> <li>-explore water colours, experimenting with intensity of colour and different techniques (washes, etc).</li> </ul> |
| DT                        | <p>-Understand and apply the principles of a healthy and varied diet</p> <p>-Prepare and cook predominantly savoury dishes using a range of cooking techniques</p> <p>-Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>   | Art focus  |
| Topic-<br>Geography focus | <p><b><u>Food Glorious Food!</u></b></p> <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p><b><u>Locational knowledge:</u></b></p> <p>-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>-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p><b><u>Place knowledge:</u></b></p> <p>-Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p><b><u>Human and physical geography:</u></b></p>   | <p><b><u>Food Glorious Food!</u></b></p> <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p><b><u>Locational knowledge:</u></b></p> <p>-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>-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p><b><u>Place knowledge:</u></b></p> <p>-Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p><b><u>Human and physical geography:</u></b></p>   |

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|  | <p>-Describe and understand key aspects of: 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><u>Skills:</u></p> <p>-Ask a range of questions to understand the key similarities and differences between two countries and their trades.</p> <p>-Identify and locate key trading routes within and across South America, North America and links to Europe.</p> <p>-Make links and connections with other trade routes including how different produce is traded around the world and the path the produce takes, consider air miles and implications to the environment.</p>  | <p>-Describe and understand key aspects of: 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><u>Skills:</u></p> <p>-Ask a range of questions to understand the key similarities and differences between two countries and their trades.</p> <p>-Identify and locate key trading routes within and across South America, North America and links to Europe.</p> <p>-Make links and connections with other trade routes including how different produce is traded around the world and the path the produce takes, consider air miles and implications to the environment.</p>   |
| <p><b>Music Specific musician/music=</b></p> | <p><u>Singing</u></p> <p>Sing in tune and with increasing confidence.</p> <p><b>Sing with an awareness of pulse and rhythm.</b></p> <p>Begin to recognise phrase lengths and know when to breathe.</p> <p>Sing expressively with awareness and control at the expressive elements, eg timbre, tempo dynamics.</p> <p><b>Begin to sing in 2 part rounds.</b></p> <p><u>Improvising, experimenting and composing</u></p> <p>Choose sounds to create a simple effect.</p> <p>Linked to ‘performing’ expectations, create short repeating rhythmical patterns.</p> <p>Join simple layers of sound, e.g. a steady pulse and a simple rhythm and begin to combine at least 2 layers of music and keep in time using a steady beat.</p> <p>Begin to create music by combining some of the inter-related dimensions of music.</p> | <p><u>Listening, reviewing and appraising</u></p> <p>Internalise the pulse in music.</p> <p>Respond to a piece of music such as likes / dislikes, how it makes them feel.</p> <p>Recognise how musical elements can be used together to compose music.</p> <p>Begin to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>When listening to pieces of music, identify the following orchestral instruments and the sections of an orchestra to which they belong: violin, <b>double bass</b>, flute, <b>clarinet</b>, trumpet, <b>trombone</b>, drums/timpani, <b>cymbals</b>.</p> <p>Begin to use aural memory to recall sounds accurately by representing the pitch / melody shape using hand movements / drawn lines.</p> <p><u>History of music</u></p> <p>Classical period (1750 – 1820 and composers: Beethoven, Mozart)</p> <p>Romantic period (1820 – 1900 and composers: Tchaikovsky, Chopin, Schumann)</p> <p>Describe different purposes of music in history/ other cultures.</p> <p>Identify the key features of music of different periods in history and the names of some key composers within that period.</p> |
| <p><b>PE</b></p>                             | <p>Swimming</p> <p>Athletics</p>  | <p>Striking and fielding</p> <ul style="list-style-type: none"> <li>- Cricket</li> <li>- Rounders</li> </ul> <p>Athletics</p>  |
| <p><b>RE</b></p>                             | <p>LKS2.2 People of God</p> <p>What is it like to follow God?</p> <p>LKS2.2 People of God (DD)</p> <p>What is it like to follow God?</p>  | <p>LKS2.6 Kingdom of God</p> <p>When Jesus left, what was the impact of Pentecost?</p> <p>UKS2.8 Kingdom of God</p> <p>What kind of King is Jesus?</p>   |
| <p><b>Jigsaw</b></p>                         | <p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females/ I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</li> </ul>  | <p><u>Changing me</u></p> <ul style="list-style-type: none"> <li>• I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>• I understand how babies grow and develop in the mother’s uterus I understand what a baby needs to live and grow</li> </ul>  |

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|                   | <ul style="list-style-type: none"> <li>• I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener</li> <li>• I know and can use some strategies for keeping myself safe</li> <li>• I can explain how some of the actions and work of people around the world help and influence my life- Assessment opportunity*</li> <li>• I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</li> </ul> <p>I know how to express my appreciation to my friends and family</p> | <ul style="list-style-type: none"> <li>• I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>• I can identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>• I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</li> <li>• I can start to recognise stereotypical ideas I might have about parenting and family roles</li> </ul> <p>I can identify what I am looking forward to when I move into the next year group.</p> |
| <p><b>MFL</b></p> | <p><u>French:</u><br/>Recognise the names for: mum, dad, sister, brother.</p> <ul style="list-style-type: none"> <li>• Begin to introduce: grandparents, aunty, uncle, cousin</li> </ul>  | <p><u>French:</u><br/>Recognise names of basic fruit found in most homes<br/>Begin to use number learning to show quantity of fruit</p> <ul style="list-style-type: none"> <li>• Recognise and use colours to describe fruit</li> </ul>  |