

## Carey Federation—Half Term Intent and Implementation Planning

Term: Summer 2022 Year Group: Year 3 and 4

### High Quality Texts:

The Land of Roar—Jenny McLachlan  
Whole Class Reading text: The Boy at the Back of the Class—Onjali Rauf.  
Sequence texts: 13 words—Lemony Snicket, Everest—Sangma Francis and Lisk Feng

### Communication and Language:

Key vocabulary for topics explained and referred to and on displays and knowledge organisers.  
Word of the day.  
Role-play within topics and English.  
Stem sentences.

### British Values & Multi-culturalism:

School Council  
Wold Religious View and RSE/PSHE Lessons/discussions.  
SCARF materials—how people impact and influence the world around them.  
Whole class reading text—refugee discussions

### Outdoor Learning:

Weekly two hour 'Wild-Tribe' sessions for 6 weeks. Links to class work and Carey Qualities.

### Keeping Safe:

Current Covid procedures  
Online safety  
SCARF materials—respecting others  
Keeping ourselves and others safe on class trips.

### Well-being:

'Mindfulness Monday'  
SCARF materials—changing bodies and emotions

### News:

Use of BBC Newsround weekly to explore and discuss current affairs.

### Carey Qualities:

Aim high, be resilient, take care of each other. Ethos in the classroom, school and Federation.  
Resourceful—use of class resources independently within all subjects.  
Relationships—PSHE and RSE lessons.  
Resilient—lesson challenge and personal targets.  
Respectful—Discussions and consideration about refugees in whole class text and in Religion World Views. Respecting different views and theories on how the earth began.  
Reflective—editing and developing work, links to marking policy. Responding to learning through 'tasks'. Evaluating DT, music and Art pieces and progress. Weekly celebration assemblies to share and celebrate successes and efforts.  
'The Power of Yet' and growth mind-set ethos explored and developed.

### Implementation: 'Our Wider World'

**Geography**—Extreme Earth—To describe the properties of the earth's layers and compare the structure of the earth to a common object; explain how a volcano is formed, describe what happens when a volcano erupts and categorise volcanoes as extinct, dormant or active; explore the risks and benefits of living near a volcano and the impact on people and the environment; explain why earthquakes and tsunamis occur and compare the strength of earthquakes; explain where tornadoes happen and how scientists compare them. Use of atlases and maps. Choose effective recording and presentation methods to collect and present data. Draw conclusions from data. **History**—History of the earth. How did the Earth begin? What are the different theories and what evidence is there?

**English**—Whole Federation writing task—1st person narrative with links to Religious World Views and making sense of beliefs through story. To produce their own story based on 13 random words after teaching and learning based on 13 words by Lemony Snicket. To write a non-chronological report of a special place with Geography links after teaching and learning around the text 'Everest' by Sangma Francis and Lisk Feng. Stand alone extended writing opportunities covering a range of genres. Grammar—conjunctions, adverbs, adverbials, speech punctuation, noun phrases, prepositional phrases, present perfect form of verbs instead of the simple past tense, non-fiction features, use of pronouns and nouns for clarity and cohesion, paragraphs, determiners. Spelling—learning the common exception word list along with spelling rules from the year 3/4 curriculum. Whole class reading—The Boy at the Back of the Class by Onjali Q Rauf. Plus opportunities for sustained reading comprehension.

**Science** - Rocks and soil—to recognise and describe a range of rocks according to purposes and characteristics, ways they are used and test for permeability; to know there are different types of soil with different sized particles and colours. States of Matter—To describe and classify solids and liquids; to know liquid has a constant volume and measure the volume of a liquid; to know solids made of very small particles behave in some ways like liquids; to explore melting and freezing; to explore mixing and separating materials; to carry out investigations and tests.

**DT**—understanding, designing, making and evaluating—textiles **Art**—Drawing skills using different materials. Exploring and developing texture, line, tone and shading skills. Drawing figures and perspective. Developing use of sketchbooks. **Music**—Charanga 'Bringing us together' - Glockenspiels. **PE**—Tennis, rounders and athletics WildTribe—6 weeks outdoor learning linked to curriculum and PSHE

**Computing**—'We are communicators'—Communicating safely on the internet, Email system, video conferencing software, presentation software. 'We are opinion pollsters' - collecting and analysing data.

Plus use of Chrome books for times tables, presenting work/researching. **PSHE/RSE**—'one world' how people impact and influence the world around them. 'growing up' Changing bodies and emotions

**Religious World Views** (Devon and Torbay Agreed Syllabus) —'For Christians, when Jesus left, what was the impact of Pentecost?' How and why do people mark the significant events of life?

**Maths**—Times Tables—year 4 multiplication check. Fractions and decimals. The 4 rules ( $\times$ ,  $\div$ ,  $+$ ,  $-$ ), measure continued including time, geometry, co-ordinates and statistics.