

YEAR 3/4	CYCLE A	BLOCK 1
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Whole academy curriculum project: Lost and Found

	Aims, Attainment Targets and Guidance	Suggested teaching ideas
Phase 1	<b>GA1: Locational, skills &amp; fieldwork</b>	
	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude and longitude, equator, northern hemisphere and southern hemisphere.</li> <li>Identify the position and significance of the arctic and Antarctic circle.</li> <li>Use maps. Atlases, globes and computer mapping to locate countries (Antarctica)</li> </ul>	Using globes, atlases and maps identify where the south pole is → Identify south pole in relation to latitude and longitude, equator, northern hemisphere and southern hemisphere → identify the arctic and Antarctic circle → compare and contrast arctic and Antarctic.
phase 2	<b>SA1: Animals, including humans</b>	
	<ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>Compare and contrast the diets of different animals (including their pets)</li> </ul>	Investigate the diet of a penguin → Investigate a human diet → research a healthy human diet: suggested dinner plate → compare and contrast the two diets → research a diet of at least two other animals (pets – fish and a rabbit) → Compare human and pet diets
	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	<b>MA1: Lean on me / CA1: Touch typing</b>	
	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing accuracy and fluency.</li> <li>Appreciate and understand a wide range of high-quality recorded music drawn from different musicians.</li> <li>Play and perform ensemble contexts, using their voices and playing musical instruments with increasing accuracy and fluency.</li> </ul>	Recap the friendship between the penguin and the boy → what makes a good friend → Complete 'Lean on me' charanga unit.  Complete unit 3.4 touch typing
phase 2	<b>GA2: human/physical geography of the south pole</b>	
	<ul style="list-style-type: none"> <li>Describe and understand climate zones.</li> <li>Describe and understand types of settlement and land use.</li> <li>Compare the UK with the south pole in terms of settlement and land use.</li> </ul>	Investigate what land is used for in the south pole → investigate who/what lives in the south pole → watch seven world, one planet episode 1 → Compare to the UK → research the climate. Visit from person who has worked in the Antarctic
Phase 3	<b>GA2: skills &amp; fieldwork</b>	
	<ul style="list-style-type: none"> <li>Use maps. Atlases, globes and computer mapping to locate countries (Antarctica) and describe features studied.</li> <li>Create a map for exploring Antarctica.</li> <li>Use simple compass directions and directional language, describe the location of features and routes on a map, use symbols in a key.</li> <li>Name and locate the world's 7 continents.</li> </ul>	Recap, using locational knowledge, where Antarctica is → create a map for exploring the Antarctic: identify physical/human geography of Antarctica and map out → map the journey from England to Antarctica: use symbols and label continents and oceans
Phase 4	<b>SA1: Animals including humans</b>	
	<ul style="list-style-type: none"> <li>Decide ways of grouping diets of different animals according to what they eat.</li> <li>Build on previous learning – identify and name a variety of common animals that are carnivores, herbivores and omnivores (Y1)</li> <li>Research different food groups and how they keep us healthy and design meals based on what they find</li> </ul>	Recap the diets of different types of animals → identify the type of diet each animal has: link to carnivores, herbivores and omnivores → Create a menu for a carnivores, herbivores and omnivores → Create a lunch bag for penguin and the boy for their journey.
Phase 5	<b>SA2: Living thing and their habitats / CA2: Spreadsheets (unit 3.3)</b>	
	<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Explore an example of human impact (positive and negative) on the environment. E.g. nature reserve/litter</li> </ul>	Research the classification key for animals → Group (classify) the animals researched for diets → consider where animals from the south pole would sit compared to local animals → Use spreadsheets to record information Complete unit 3.3 spreadsheets and use classification of animals as the context