

**Durham Lane Primary School: Topic Planning**

**Topic: Endangered Animals**

**Term: Year B Spring 2**

**Class: 3/4**

**Teacher: Miss Hugill/Miss Drew**

Subjects	Objectives	Key Knowledge/Key Concepts/Key Elements	Key Vocabulary	Skills	Activities/ Tasks
Geography	<p>1a. Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries</p> <p>2. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America. – compare UK with North America.</p> <p>3c. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Location</b></p> <ul style="list-style-type: none"> <li>To use a range of maps (both physical and digital) to locate countries around the world.</li> <li>To locate Yellow Stone National Park on a map</li> </ul> <p><b>Human/Physical features</b></p> <ul style="list-style-type: none"> <li>To identify the human and physical features of some countries in North America.</li> <li>To understand what a National Park is and what they are used for/why they are there.</li> <li>To compare the human and physical features of the UK and Wyoming in North America.</li> </ul> <p><b>Climate</b></p> <ul style="list-style-type: none"> <li>To identify the different climate zones around the world.</li> <li>To understand how Global Warming affects the climate and consequently the animals.</li> </ul> <p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>To use a range of maps (both physical and digital) to locate countries around the world.</li> <li>To understand and use compass points (4 compass points – Y3; 8 compass points – Y4)</li> <li>To recognise OS maps and the symbols used on them.</li> </ul>	<p>Equator Hemisphere Continents Oceans Seas Climate National Park Global Warming Location Population Landscape Physical features Human features Compass Protection Endangered Atlas Symbol Ordinance Survey</p>	<p><b><u>Geographical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>Ask and respond to questions and offer their own ideas.</li> <li>Extend to satellite images, aerial photographs</li> <li>Investigate places and themes at more than one scale</li> <li>Collect and record evidence with some aid</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps/temperatures</li> </ul> <p><b><u>Direction/Location</u></b></p> <ul style="list-style-type: none"> <li>Use 4 compass points well (Y3)</li> <li>Begin to use 8 compass points (Y4)</li> <li>Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul> <p><b><u>Representation/symbols</u></b></p> <ul style="list-style-type: none"> <li>Use standard symbols.</li> <li>Know why a key is needed.</li> </ul> <p><b><u>Using maps</u></b></p> <ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or Egypt on globe)</li> </ul> <p><b><u>Scale/distance</u></b></p> <ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul> <p><b><u>Map knowledge</u></b></p> <ul style="list-style-type: none"> <li>Begin to identify significant places and environments</li> </ul> <p><b><u>Style of map</u></b></p> <ul style="list-style-type: none"> <li>Use map sites on internet.</li> <li>Use junior atlases</li> </ul>	<ul style="list-style-type: none"> <li>Recap continents and oceans of the world <ul style="list-style-type: none"> <li>Draw animals on map of the world</li> <li>Climate zones around the world</li> </ul> </li> <li>Focus on North America <ul style="list-style-type: none"> <li>Locate North America and find the different countries. <ul style="list-style-type: none"> <li>Use junior atlases, digital maps and larger scale maps to do this</li> </ul> </li> <li>Children to use iPads to research facts about North America (e.g. key physical and human features)</li> </ul> </li> <li>What are National Parks? <ul style="list-style-type: none"> <li>Discuss what national parks are, examples the children know that are similar local to them.</li> <li>Locate and research Yellow Stone National Park <ul style="list-style-type: none"> <li>Children use digital maps (iPads) to locate it and digital images, atlases and iPads to research the human and physical geography</li> </ul> </li> </ul> </li> <li>Compare UK to region in North America <ul style="list-style-type: none"> <li>Research similarities and differences between UK and Wyoming (North America). Look at differences in climate, physical landscape, population etc.</li> </ul> </li> <li>Geographical skills <ul style="list-style-type: none"> <li>Introduce compass points (Y3 looking at 4 points, Y4 looking at 8 points)</li> <li>Look at maps and symbols. Discuss why this is important. Children to fill blank maps in with standard symbols</li> </ul> </li> </ul>
Science	<p>4.1 Recognise that living things can be grouped in a variety of ways</p> <p>4.2 Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>4.3 Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<ul style="list-style-type: none"> <li>To recognise that living things can be grouped in a variety of ways.</li> <li>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>To recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>To construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p>Classification Venn diagram Caroll diagram Group Herbivore Carnivore Mammals Birds Reptiles Amphibians Fish Food chain Predator Prey Producer Consumer</p>	<p><b><u>Asking Questions &amp; Planning Enquiries</u></b></p> <ul style="list-style-type: none"> <li>Raise their own relevant questions about the world around them</li> <li>Should be given a range of scientific experiences including different types of science enquiries to answer questions.</li> <li>Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions.</li> <li>Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</li> </ul> <p><b><u>Concluding</u></b></p>	<ul style="list-style-type: none"> <li>KWL grid</li> <li>Grouping <ul style="list-style-type: none"> <li>What can they remember from Year 1 or 2 (Noah's Ark topic)</li> <li>Children to group themselves in different ways and explain how they have grouped themselves</li> <li>'Human Guess Who' to start thinking about classification</li> <li>Group animals in a range of different ways and explain</li> <li>Use Venn/Caroll diagrams to group animals</li> </ul> </li> <li>Classification</li> </ul>

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	4.6 Construct and interpret a variety of food chains, identifying producers, predators and prey		Environment Endangered Global Warming Climate Change Vertebrates Invertebrate Species Protection	<ul style="list-style-type: none"> <li>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</li> <li>With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions</li> <li>Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Children to generate questions (with yes/no answers) to classify themselves</li> <li>Create classification keys for vertebrates</li> <li>Use classification keys to get information about invertebrates</li> <li>Environmental Changes <ul style="list-style-type: none"> <li>Create mind maps about environmental changes and how they effect animals who live there</li> <li>Research an endangered animal and the reasons it is endangered, including environmental changes</li> </ul> </li> <li>Food chains <ul style="list-style-type: none"> <li>Recap teaching from Year 1 or 2 (Noah's Ark – what can they remember?)</li> <li>What do labels for food chain mean?</li> <li>Create food chains using polystyrene cups and use key vocab or a key to show which plants/animals are consumers, producers, predators or prey in the chain. Extend further to decomposer</li> </ul> </li> </ul>
Art	1) To create sketchbooks to record their observations and use them to review and revisit ideas.  2) To improve their mastery of art and design techniques, including painting and pattern.	<p><b>Exploring, evaluating and developing ideas</b></p> <ul style="list-style-type: none"> <li>To be able to explore patterns in the world around us.</li> <li>To be able to make decisions about what looks best.</li> <li>To be able to review and evaluate art work.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To be able to make the colours shown on a commercial colour chart.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>To be able to identify animal patterns in the world around us and recreate them using a range of techniques.</li> </ul> <p><b>Artists</b></p> <ul style="list-style-type: none"> <li>To know who Andy Warhol was and how he influenced the pop art movement.</li> </ul>	Andy Warhol Pop Art Movement Patterns Colour chart Mixing Technique Digital art	<p><b><u>Exploring/ Evaluating and developing ideas</u></b></p> <ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Select and record from observation, experience and imagination and explore ideas for different purposes</li> <li>Question and make thoughtful observations about starting points and select ideas for use in their work</li> <li>Begin to use artistic/visual vocabulary to discuss work</li> <li>Think critically about their art and design work</li> <li>Plan, refine and alter their work as necessary</li> </ul> <p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>Begin to apply colour using dotting, scratching, splashing to imitate an artist</li> <li>Make the colours shown on a commercial colour chart</li> <li>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed</li> </ul> <p><b><u>Pattern</u></b></p> <ul style="list-style-type: none"> <li>Search for pattern around us in world, pictures, objects</li> <li>Consider different types of mark making to make patterns</li> </ul>	<ul style="list-style-type: none"> <li>Research Andy Warhol and the pop art movement</li> <li>Pop art animals</li> <li>Look at and recreate a range of animal patterns using different techniques (drawing and painting; digital art)</li> <li>Match colours to colour charts (Y4 – more advanced colours)</li> </ul>
English	To be able to plan, draft and write in a variety and genres using relevant skills.	See skills progression sheet			<ul style="list-style-type: none"> <li>Non-chronological report about an endangered animal</li> <li>Persuasive text</li> <li>Letter to environmental secretary</li> <li>Adventure story lost in the rainforest</li> <li>Setting description of Yellowstone National Park</li> </ul>