

MTP Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture	Learning Journey Map: Year 3/4	Term: Spring 2	Weeks: 1-6
<p>Essential Question</p> <p>A profound question that is not 'Googleable' and used as the hook to engage children from the outset and will be on display in each classroom. Forms the starting point of your ideas generation and will be reflected upon with the children throughout!</p>	<p>KS2 Essential Question - Where in the World?</p> <p>From Yorkshire to Brazil</p> <p>How is the Yorkshire similar or different to Brazil</p>		
<p>Learning Journey Launch</p> <p>Think about how you are going to introduce your project to the children – the success or failure of your project and ultimately, the children's progress, hinges upon the level of their engagement with this. Pull them in and make them want more</p>	<p>Geography based sessions focused areas of study.</p> <ol style="list-style-type: none"> 1. Using grids and maps to locate clues to guess which topic we are studying. 2. General knowledge quiz based on what pupils already know about the countries of study. 3. Sports from the U.S.A and South America games. 4. South American and North American dance workshop. <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		
<p>Community Experts: Who?</p> <p>Visits appropriate context within your project & feed into the outcomes. Consider the timing to have maximum impact</p> <p>Audience: a 'real' audience that will give the children a focus for their outcomes. Who will receive a tangible benefit from your project?</p>	<p>Open classroom event to share work with parents and carers</p>		
<p>PLTS</p> <p>The Personal Learning and Thinking Skills underpin everything that we are trying to achieve.</p>	<p>Team Workers</p> <ul style="list-style-type: none"> To take part in a team taking account of the need to let others contribute To notice when others in the group are working well To listen well and know when others are doing so To communicate well in familiar groups To work well in groups that do not include my usual friends To know when I have made a positive contribution to a team To sometimes take the lead in a team To choose when best to work in a group and better alone To understand that teams work best when jobs are allocated 		

Computing

How will technology be incorporated to enhance the children's experiences? What new and innovative technologies can you introduce to the children?

To improve mastery of digital techniques
To 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
To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Focus on animations using Pivot Animator & MonkeyJam

Reading	Writing	Spelling	Maths
Cracking Comprehension Class Reader – Journey to the River Sea by Eva Ibbotson	Poetry – Kennings based on animals of the Amazonian rainforest. Persuasive writing – deforestation of the rainforests: - Use the main features of persuasive writing	Test and teach Year 3/4 spelling words. Teach Year 3/4 spelling rules	Maths No Problem

Key Curriculum Areas Focus Areas: Year 3/4				
Geography	Art /DT	Science	PE	French
<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</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>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle.</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.</p>	<p>To develop their mastery of art and design techniques, including collage.</p> <p>Make dreamcatchers</p>	<p>Year 4 <u>Living Things & Their Habitat</u> Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Year 3 <u>Plants</u> 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.</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Games</p> <p><u>Football</u> Develop coordination, dribbling and passing skills.</p> <p>Apply basic principles suitable for attacking and defending.</p> <p>Develop coordination, dribbling, passing and skills.</p> <p>Play competitive games.</p>	<p>French – iLanguages Scheme Year 3 lessons Animals</p> <p>Year 4 lessons Animals and classroom instructions</p>