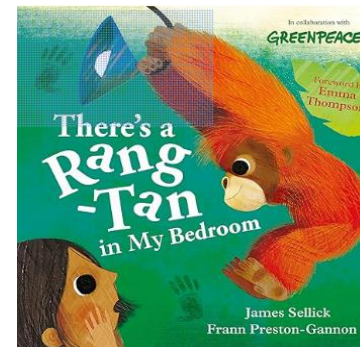
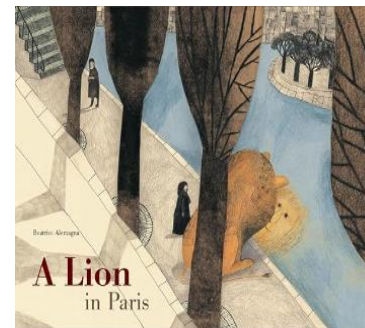
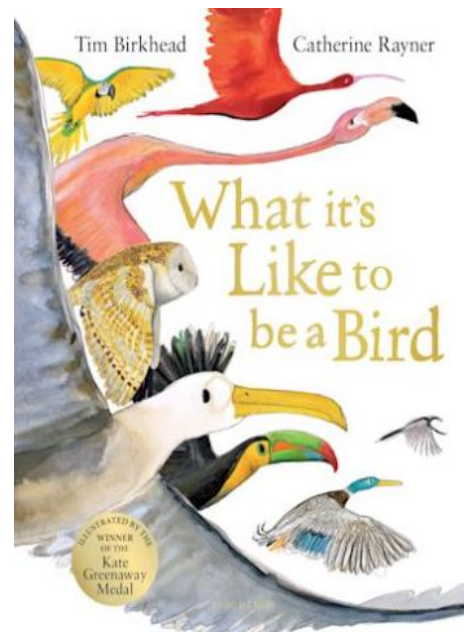
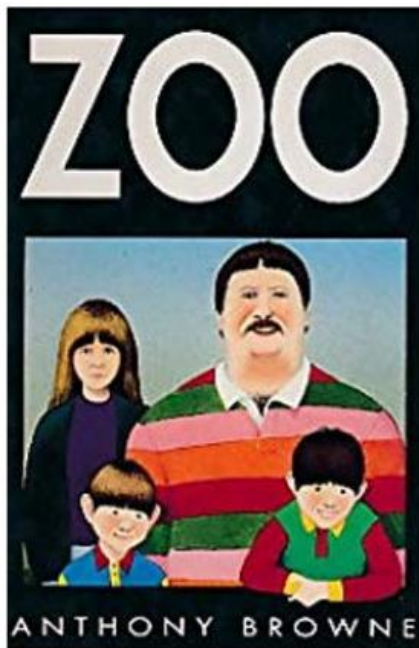


# Are you a Man or a Mouse?

## Where in the world am I?

Year 3 and 4



## Week 1

**Our science topic, 'Are you a man or a mouse?'** will start with the children describing a mystery animal to their partner who has to try to draw it from the description they hear.  
We will answer the question, **How can you group living things?** The children will discuss how we know if things are living or non-living and how we can group living things in a range of ways using observational skills.

### ENGLISH

**Foxes** and **Moles** will be introduced to Anthony Browne's book, **Zoo**. Children will make inferences about the story from the front cover using, I see, I think, I wonder. We will then read and discuss the story. The children will find evidence in the text and illustrations to answer the question, Did the family enjoy their trip to the zoo? We will re-read The Zoo, focusing on Mum's experience. Children will write a diary entry from mum's perspective - to include adverbials and subordinating conjunctions. **Rabbits will start reading Zoo, by Anthony Browne:** They will make predictions and inferences based on Zoo's front cover and explore the importance of using effective adjectives. At the end of the week, the pupils will write a description of an inadequate enclosure.

**Special event – we will have a visit from the story teller this week**

### MATHS

#### The Moles: Time

- Months, weeks, days and hours
- Hours and minutes – start and end times, durations
- Minutes and seconds

#### Year 3 Foxes Unit 12: Angles & Properties of Shape

- Turns and angles
- Right angles in shapes
- Comparing angles and drawing accurately

#### Year 4 Rabbits: Time

- Units of time (1)
- Units of time (2)
- Converting times (1)
- Converting times (2)

**PSHE: The focus this half term is on 'Changing Bodies' and Year 3 and 4 will be taught separately for these lessons.**

**Year 3** will 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.

**Year 4** will learn that some of our personal characteristics have come from our birth parents and that this happens because humans are made from the joining of an egg and sperm.

**P.E: Athletics** To develop the sprinting technique and improve on our personal best.

**Computing:** To develop the use of count-controlled loops in a different programming environment

	<p><b>RE:</b> This week the children will learn about the Sikh naming ceremony.</p> <p><b>French:</b> This week pupils will revisit the numbers topic and learn how to say numbers in tens, from ten to sixty.</p> <p><b>Music:</b> <b>Year 4 Moles</b> will continue playing the recorder with notes of short and long duration B, A and G and <b>Year 4 Rabbits</b> will begin to work on their glockenspiel two work. <b>Year 3</b> will practise a new piece using standard stave notation, will practise performing a piece from memory, will compose and layer simple ostinati to create an accompaniment for a song.</p>
<p><b>Week 2</b></p>	<p><b>SCIENCE: Are you a man or a mouse?</b>  In our <b>science</b> topic we will be classifying vertebrates – the children will learn about the 5 groups of vertebrates and use a key to group a mixture of animals. We will answer the question: <b>How are humans similar to birds and fish?</b> We will then be exploring the school environment and finding out <b>which invertebrates we can identify.</b></p> <p><b>ENGLISH</b></p> <p><b>Foxes:</b> Children will be using the <b>book ‘Zoo’</b> to understand characters’ feelings and thoughts. They will be sorting out statements into those that are ‘for’ and those that are ‘against’ and can be used in a balanced argument. They will also be recapping conjunctions and practice using them to join for and against statements. They will have a class debate.</p> <p><b>Moles:</b> The children will be focusing on the illustrations and make deductions and inferences about how the animals are kept in the zoo. The children will write a letter to the zookeepers about their findings. The children will be looking at how a balanced argument is shaped and read model texts that present a balanced argument. The children will begin writing effective sentences for a balanced argument on whether animals should be fed in national parks.</p> <p><b>Rabbits:</b> This week, the pupils will recognise the features of a balanced argument. They will sort statements into for and against and use P.E.E (point, evidence, explain) to write their own arguments. In Grammar, the pupils will recap subordinate clauses, ensuring that they can use the comma correctly.</p> <p><b>MATHS</b></p> <p><b>The Moles: Time</b></p> <ul style="list-style-type: none"> <li>• Solve problems with time</li> </ul> <p><b>Angles &amp; Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• Turns and angles</li> <li>• Right angles in shapes</li> <li>• Comparing angles</li> </ul> <p><b>Year 3 Foxes: Unit 12: Angles &amp; Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• Types of lines</li> <li>• Recognising 2D and 3D shapes</li> <li>• Constructing 3D shapes</li> </ul> <p><b>Year 4 Rabbits: Time and starting Statistics</b></p> <ul style="list-style-type: none"> <li>• Problem solving – units of time</li> <li>• End of unit assessment</li> <li>• End of Decimal, money and time assessment – reasoning and arithmetic papers</li> </ul>

	<p><b>PSHE: Our Changing Bodies</b> - Year 3 will learn how babies grow and develop in the mother's uterus. They will find out what a baby needs to live and grow.</p> <p><b>Year 4</b> will label the internal and external parts of male and female bodies that are necessary for making a baby. They will understand that having a baby is a personal choice and begin to express how they feel about having children when adults.</p> <p><b>P.E: Athletics</b> To develop changeover technique in relay events. Sports coaching session, the children will start to practise track and field events.</p> <p><b>Computing:</b> To explain that in programming there are infinite loops and count-controlled loops</p> <p><b>French:</b> We will practise numbers from 70 to 100 and then look at individual numbers ie. 22, 36.</p> <p><b>RE:</b> The children will learn about the ceremony of taking Amrit.</p> <p><b>Music: Year 4</b> Moles will continue playing the recorder focusing on quavers and minims and crotchet rests and <b>Year 4 Rabbits</b> will continue to learn about glockenspiels with the new A and G notes. <b>Year 3</b> will practise performing a piece from memory, will compose and layer simple ostinato to create an accompaniment for a song, will improvise more than 1 bar of music with confidence.</p>
<p><b>Week 3</b></p>	<p><b>SCIENCE: Are you a man or a mouse?</b>  <b>Can we create a classification key?</b> The children will create their own classification key to name a variety of living creatures. The children will recognise that environments can change and that this can sometimes pose dangers to living things, to answer the question, <b>How are animals threatened?</b> We will be learning about environmental dangers and endangered species.</p> <p><b>ENGLISH</b>  <b>Foxes</b> will be finding out facts / evidence to support their balanced argument. They will be learning how to summarise information from more than one paragraph. They will then be recapping using commas in lists and they will begin to plan their BWCA.</p> <p><b>Moles</b> will be gathering evidence to answer the question, '<i>Should animals be kept in Zoos?</i>' We will debate our findings. The children will be learning how to group the information into separate paragraphs and extend the use of conjunctions in their writing. Children will plan and write their own balanced argument.</p> <p><b>Rabbits</b> will be writing their balanced argument by making sure to add all of the correct features such as subordinating conjunctions, factual language and paragraphs.</p> <p><b>MATHS</b>  <b>The Moles: Angles &amp; Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• Drawing angles accurately</li> <li>• Horizontal and vertical lines</li> <li>• Parallel and perpendicular lines</li> <li>• Recognise and describe 2d shapes</li> </ul> <p><b>Year 3 Foxes: Unit 13: Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpreting pictograms</li> <li>• Drawing pictograms</li> </ul> <p><b>Year 4 Rabbits:</b></p> <ul style="list-style-type: none"> <li>• Charts and tables</li> </ul>

	<ul style="list-style-type: none"> <li>• Line graphs</li> <li>• Problem solving – graphs</li> </ul> <p><b>PSHE: Our Changing Bodies - Year 3</b> will understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. The children will identify how boys' and girls' bodies change on the outside during this growing up process. They will recognise how they feel about these changes happening to them and discuss how to cope with those feelings.</p> <p><b>Year 4</b> will describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation is a natural part of this. The children will be given strategies to help them cope with these physical and emotional changes.</p> <p><b>P.E: Athletics</b> - To develop jumping technique in a range of approaches and take off positions</p> <p><b>Sports coaching</b> session, the children will start to practise track and field events.</p> <p><b>Computing:</b> To develop a design that includes two or more loops which run at the same time</p> <p><b>French:</b> the children will start to learn to tell the time to the hour</p> <p><b>RE:</b> The children will learn about Sikh marriage ceremonies.</p> <p><b>Music: Year 4</b> will continue playing the recorder and reading standard notations for notes B A and G. <b>Year 4 Rabbits</b> will continue to learn some new notes for their glockenspiels, moving onto the C and D notes.</p> <p><b>Year 3</b> will practise composing and layering simple ostinato to create an accompaniment for a song, will use aural skills to match sound and notation patterns.</p>
<p><b>Week 4</b></p>	<p>We start a geography topic called, <b>where in the world am I?</b></p> <p>The children will follow a treasure hunt around the school using 4 figure grid references. They will also accurately plot the 8-point compass on a map.</p> <p><b>ENGLISH</b></p> <p><b>Foxes</b> will be writing and editing a balance argument.</p> <p><b>Moles</b> will edit their balanced argument. They will be learning how to proof read and edit writing effectively.</p> <p>We will then start reading a non-fiction book called; <b>What is it like to be a bird?</b> We will be exploring non-fiction as a genre.</p> <p><b>Rabbits:</b> The pupils will finish and edit their assessment at the start of the week. Then, the pupils will read 'What is it like to be a bird' and to take a look at all of the non-fiction elements of the text. The pupils will complete their end of year grammar and spelling test at the end of this week.</p> <p><b>MATHS</b></p> <p><b>The Moles: Angles &amp; Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• Draw polygons</li> <li>• Recognise and describe 3-d shapes</li> <li>• Make 3-d shapes</li> </ul> <p><b>Year 3 Foxes: Unit 13: Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpreting and drawing bar charts</li> </ul> <p><b>Unit 14: Capacity</b></p>

	<ul style="list-style-type: none"> <li>• Measuring capacity</li> <li>• Comparing capacities</li> </ul> <p><b>Year 4 Rabbits:</b></p> <ul style="list-style-type: none"> <li>• Identifying angles</li> <li>• Comparing and ordering angles</li> <li>• Identifying regular and irregular shapes</li> <li>• Classifying triangles</li> </ul> <p><b>PSHE: Our Changing Bodies</b> - Year 3 will identify how boys' and girls' bodies change on the inside during the growing up process and be able to explain why these changes are necessary. Year 4 will learn how the circle of change works and will apply it to changes they want to make in their life.</p> <p><b>P.E: Athletics</b> To develop throwing for distance and accuracy.</p> <p><b>Computing:</b> To modify an infinite loop in a given program</p> <p><b>French:</b> we will be telling the time to the nearest half hour</p> <p><b>RE:</b> The children will learn about Khalsa aid, a charity that helps those in need around the world.</p> <p><b>Music: Year 3 will perform their end of year concert to parents and other schools at the Coton Centre, Tamworth.</b></p> <p><b>Year 4 Rabbits</b> will learn the final notes of F and E on their glockenspiels. <b>Year 4 moles</b> will continue playing the recorder and reading standard notations for notes B A and G.</p> <p><b>Design Technology – design and make an animal in a box using pneumatics</b></p>
<p><b>Week 5</b></p> <p><b>Sports Day</b> <b>(Sports and well being week)</b></p>	<p><b>GEOGRAPHY: Where in the world am I?</b> Children will complete a map of the school by adding a key, OS map symbols and a compass rose. They will use aerial maps to compare (Digi maps) The children will be locating Lichfield on a map. Identifying it is in England and learning that England is also part of the UK, GB and the British Isles. They will be using an atlas (and apps) to locate counties and other cities on a map of the UK.</p> <p><b>ENGLISH</b> <b>Foxes and Moles</b> will continue reading a non-fiction book called; <b>What is it like to be a bird?</b> The children will create mind maps of their current knowledge and after reading chosen spreads from the book will prepare a group presentation about their findings. They will collaborate to undertake their own research, both online and using other reference books. They will focus on how information texts are presented.</p> <p><b>Rabbits</b> will continue to read 'What is it like to be a bird' and start to look at how the structure of a non-fiction text and how they are different to fiction texts. We look at what a glossary and index are and how they are useful in this type of texts.</p> <p><b>The children will complete assessments in Reading comprehension.</b></p> <p><b>MATHS</b> <b>The Moles: Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret pictograms</li> </ul>

- Draw pictograms
- Interpret bar charts

**Year 4 Moles – end of unit check Decimals**

**New Unit 12 – Money:**

- Pounds and Pence
- Pounds tenths and hundredths
- Ordering amounts

**Year 3 Foxes: Statistics**

- Collecting and representing data
- Two way tables

**Year 4 Rabbits:**

- Deducing facts about shapes
- Lines of symmetry inside a shape
- Lines of Symmetry outside a shape
- Completing a symmetric shape

**P.E: Sports Day athletics practice**

**Special event – Sports day on Wednesday 3<sup>rd</sup> July, Years 3-6 at 11am**

**French:** the children will continue telling the time and include quarter past and quarter to the hour.

**Music: Year 4 Moles play the recorder** reading notation for crochets, quavers, minims and semi-breves and play tunes with notes B, A, G of increasing complexity and the **Year 4 Rabbits** will start to play a piece of music using the glockenspiels by incorporating all of the notes they have learned previously.

**Year 3** will practise a new piece using standard stave notation, will practise performing a piece from memory, will perform a piece with 2 or 3 parts with confidence and accuracy to create a layered piece.

**The children will also carry out their end of year Science Assessment.**

**Week 6**

**GEOGRAPHY: Where in the world am I?**

The children will describe features of a village and a city and compare differences between Whittington village and Birmingham city.

**ENGLISH**

**Foxes and Moles** will be reading **What is it like to be a bird?** They will be comparing different spreads in the book and discussing narrative non-fiction. The children will write their own information text.

**Rabbits** will continue to read 'What is it like to be a bird?'. They will be looking at the formal and factual language features of the text and how they help the reader understand what the text is about. We will also be gathering Information in order to write our own information text.

**The children will complete assessments in: Spelling, grammar and punctuation**

	<p><b>Maths:</b></p> <p><b>The Moles: Statistics</b></p> <ul style="list-style-type: none"> <li>• Draw bar charts</li> <li>• Collect and represent data</li> <li>• Two-way tables</li> </ul> <p><b>Year 3 Foxes: Revision</b></p> <ul style="list-style-type: none"> <li>• Focus on time</li> <li>• Focus on length, mass and capacity</li> <li>• Arithmetic practise</li> </ul> <p><b>Y4 Rabbits: Geometry</b></p> <ul style="list-style-type: none"> <li>• Describing position</li> <li>• Drawing on a grid</li> <li>• Reasoning on a grid</li> </ul> <p><b>PSHE: Our Changing bodies</b> - Year 3 will start to recognise stereotypical ideas they might have about parenting and family roles. They will express how they feel when their ideas are challenged. Year 4 will identify changes that have been (and may continue to be) made that are outside of their control. They will be able to express their fears and concerns about changes that are outside of their control and understand how to manage these feelings positively.</p> <p><b>P.E: Athletics</b> To develop throwing for distance in a pull throw.</p> <p><b>Computing:</b> To design a project that includes repetition</p> <p><b>French:</b> Languages ladder assessment for all</p> <p><b>RE:</b> The children will explore the relationship between Sikhism and the environment.</p> <p><b>Music: Year 4 Moles play the recorder</b> reading notation and playing simple tunes with notes B, A, G and C and the <b>Year 4 Rabbits</b> will continue to practise their glockenspiel notes, ready for a final performance.</p> <p><b>Year 3</b> will practise a new piece using standard stave notation, will practise performing a piece from memory, will perform a piece with 2 or 3 parts with confidence and accuracy to create a layered piece.</p>
<p><b>Week 7</b> <b>(Transition mornings are taking place this week)</b></p>	<p><b>GEOGRAPHY: Where in the world am I?</b> The children will be locating Europe on a map, finding countries that are in Europe and learning the names of some capital cities. The children will find the Tropic of Capricorn, Tropic of Cancer, and the equator.</p> <p><b>ENGLISH</b> <b>Foxes and Moles</b> will be reading <b>What is it like to be a bird?</b> They will be using the narratives to inspire free verse poetry</p>



**Rabbits** will plan and complete their own information text using the evidence gathered from the week before. Children will use all of the structural and grammatical features of an information text learn over the past two weeks to write their own.

**Maths:**

**All classes will be completing end of year assessments**

**PSHE:**

Year 3 and 4 will identify what they looking forward to when they move to their next class. They will start to think about changes they will make next year and know how to go about this.

**P.E: Athletics** To develop officiating and performing skills.

**Computing:** To create a project that includes repetition

**French:** Quiz, certificates and prizes

**RE:** The children will watch some Sikh stories and discuss the morals and lessons within.

**No Music this week due to Transition mornings.**

The pupils will be completing a range of transition activities and be visiting their new classrooms. They will celebrate and reflect on their achievements and their favourite memories to end the year.