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| **Rainforests**  **Year 3 & 4 Summer 1 2023/2024** | | **At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected.  We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God’s gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.** | | | |
| **RE** | **Computing** | | **Geography** | **Science** | **DT** |
| **Key Vocabulary**  Covenant, ceremony, wedding, wedding vows, pact, promise, God. | **Key Vocabulary**  Font, bold, italic, underline | | **Key Vocabulary**  Rainfall, climate, humid, tropical, deforestation, endangered, canopy, emergent, understory | **Key Vocabulary**  States of matter, solid, liquid, gas, evaporation, condensation, fair test, matter, temperature, Celsius, molecules, reversible, irreversible. | **Key Vocabulary**  cotton, polyester, nylon, wool, silk, spandex, elastane, fabric, material, designer, fashion, natural fibres, man-made fibres, hand-made, hand-sewn, needle eyelet, sew, sewing, sewn, textiles, upcycling, upcycled |
| Unit question: What is it like to follow God?   * Why is the story of Noah and the Great Flood still important to Christians today? * Why was God’s covenant so important to Christians? * How do Christians create a partnership between themselves and God? * What is like to follow God? | How do you enter data onto graphs?  Which is the best way to present data?  How can you display results in graphic form?  Cross-curricular with science | | * Where are the rainforests located around the world? * What is the difference between weather and climate? * What are the different layers of the rainforest? * Why are rainforests important? What impact are humans making to the rainforest? * What is a diorama?   Awe and wonder moment visiting Eden to explore the rainforest biome.  Outdoor learning- identifying plants that grow in the rainforest. | * What are the three states of matter? * What do we understand about gases? * What makes materials change state? * What is the process of evaporation and condensation? * How can I carry out a fair test when conducting a scientific investigation?     Awe and wonder moment how a liquid can  can change to a solid and vice versa. | * Why do people design different types of clothing? * Why are different types of yarns and fabrics used to make clothing products? * What are the processes used to make clothing products? * How do machines help people make clothes? * How are clothing products designed to meet people’s needs and wants? |
| End Point:  To understand that that everyone can be one of the People of God and they try to follow God’s directions in order to do this. Lots of Christians dedicate their lives to acting in ways that they think will please God. Whilst they may give up some things, they think loving God is more important and more rewarding. | End To Point:  To be able to read and record data. | | End Point:  To apply knowledge of the 4 layers of a rainforest to create a rainforest diorama. | End Point:  To plan and carry out a fair test using our knowledge of the 3 states of matter | End Point:  To design and create a hand-sewn textile product by upcycling unwanted clothing, linen and donated scrap. |
| Impact:  To know that Christians follow God because they are trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this. | Impact:  Prepare pupils for future communication and to be safe while doing it | | Impact:  To understand that these precious places are home to over half the species of plants and animals on the planet. They provide us with oxygen, help maintain our climate, and give us delicious foods and life-saving medicines. | Impact:  To understand that each state of matter has a different ability or capability of storing heat, and that energy is required to move from one state of matter to another. | Impact:  To understand how people design and create hand-sewn products using a needle and thread.  To recognise what sustainability is and the  importance of upcycling. To be able to design and make an upcycled textile product. |

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| **Year 3 & 4, Summer 1 2022** | | **At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected.  We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God’s gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.** | | | |
| **PSHCE** | **Music** | | **French** | **PE** |
| **Key Vocabulary** | **Key Vocabulary**  Pulse, rhythm, pitch, dynamics, timbre, texture, structure, notation | | **Ke Vocabulaire**  Janvier, Février, Mars, Avril, Mai, Juin, Juillet, Août. Septembre. Octobre. Novembre. Décembre/  L'anniversaire. Mon anniversaire est  Joyeux anniversaire | **Key Vocabulary** |
| **Relationships**  **Year 3**  Can I identify the roles and responsibilities of each member of my family?  Can I identify and put into practice some of the skills of friendship?  Can I use some strategies for keeping myself safe online?  Can I explain how some of the actions and work of people around the world help and influence my life?  Can I understand how my needs and rights are shared by children around the world?  Do I know how to express my appreciation to my friends and family?  **Year 4**  Can I recognise situations which can cause jealousy in relationships?  Can I identify someone I love and express why they are special to me?  Do I know how to tell you about someone I know that I no longer see?  Do I recognise how friendships change?  Can I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older?  Do I know how to show love and appreciation to the people and animals who are special to me? | **African Drumming (Djembe)** in the hall   * Session 1 – Can we play in time with each other with the correct playing posture. * Session 2 – Can we differentiate between high and low pitches. * Session 3 – Can we understand different tempi and respond to call and response accurately. * Session 4 – Can we play using different note lengths while incorporating rhythm, tempo, pitch and dynamics. * Session 5 - Can we create our own rhythmic patterns while using all the disciplines previously? * Session 6 - Can we consolidate our new learning, finishing with a performance? | |  | **Athletics**  Does pace effect performance?  How does speed change with different types of races?  What does effective throwing look like?  Outdoor learning – athletics on the field. |
| **End Point:** | **End Point:** | | **End Point:**  Use phrases and words to talk about the months of the year, birthdays and family birthdays. | **End Point:**  Take part mini Olympics |
| **Impact:**    **To be able to build positive healthy relationships.** | **Impact:** | | **Impact:**  To recognise, say and write key words and phrases, and converse with others in French. | **Impact:**  Experience the thrill of competition |