

## Misty Mountain, Winding River

### - Curriculum Driver

Year 3/4 Spring Term A

**Topic Question:** Can you name some of the characteristics of rivers and mountain ranges around the world?

**Linked texts:** Rivers and Mountains (Physical and Human Geography) (Joanna Brundle), Rivers: The Study Book (Discover & Learn) (CGP books), The Water Cycle (Geographics) (Georgia Amson-Bradshaw), Mountains (Geographics) (Izzi Howell), Freaky Peaks (Horrible Geography) (Anita Ganeri) King of the Cloud Forests (Michael Morpurgo)

**Topic Composite/Finale:** create a way to present knowledge of Misty Mountain, Winding River e.g., a non-chronological report, poster, fact file, description or presentation.

**Prior Learning Topic:** (YR;Y1/2): Big Wide World (YR) Our Wonderful World (Y1/2), Let's Explore The World (Y1/2), Interconnected World (Y3/4)

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**Future Learning Topic:** Our Changing World (Y5/6), Investigating Our World (Y5/6).

## Geography

**Intent:** the children will learn about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them

Including: understand the key processes of the water cycle, identifying the features of a river system, exploring the three stages of a river's journey, investigating features of the River Thames on maps and satellite photos, thinking about the different ways we use water, understanding the impacts of floods and droughts, identifying the key features of a mountain range, identifying the world's famous mountain ranges, locating the world's famous mountains using latitude and longitude, understanding how fold mountains are formed, researching famous world mountains, understanding the climate of a mountain environment.

**Hooks from old learning** (YR;Y1/2): Big Wide World (YR) Our Wonderful World (Y1/2), Let's Explore The World (Y1/2), Interconnected World (Y3/4)

**Skills and Knowledge Components Focus**

**Year 3**

Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of the UK.

Use aerial photographs.

**Year 4**

Study rivers, mountains, volcanoes, earthquakes and natural disasters.

Name and locate key topographical features of the UK, including hills, mountains, coasts and rivers).

**Sticky Knowledge:**

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Key Vocabulary:** river, evaporation, precipitation, condensation, sun, lake, groundwater, wind, sea, river, runoff, source, waterfall, river mouth, meander, delta, confluence, reservoir, mountain, summit, ridges, latitude, longitude, tectonic, continent, atlas,

**Subject Composite:** the children will create a way to present their knowledge of this topic, e.g., a non-chronological report, poster, fact file, timeline, description, or presentation.

**Impact:** Children will further develop their geographical knowledge and understanding of rivers and mountains.

**Hooks for new learning** (Y5/6): Our Changing World (Y5/6), Investigating Our World (Y5/6).

## RE

**Intent:** Spring 1: In How do festivals and worship show what matters to a Muslim? the children will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.

Spring 2: In How do festivals and family life show what matters to Jewish people? The children will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse - beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.

**Hooks from old learning** (YR;Y1/2): Who is Jewish and how do they live? (parts 1 and 2) Who is a Muslim and how do they live? (Parts 1 and 2)

**Skills and Knowledge Components Focus**

**Year 3**

Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.

Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.

Ask important questions about life and compare their ideas with those of other people.

**Year 4**

Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.

Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.

Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.

**Sticky Knowledge:**

Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping: how Muslims submit to God) Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today

**Key Vocabulary:** Islam, Ramadan, Eid-ul-Fitr, Surah, Tawhid, Muslim, Qur'an, oneness, Salah, prayer, mosque, Night of Power (Laylat-ul-Qadr), Allah, Judaism, Jewish, Torah, Rosh Hashanah, Yom Kippur, Pesach

**Subject Composite:** Children will make connections between Dharma and their own life pathway and create a poster to show this.

**Impact:** Children will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. Spring 2: children will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse - beginning to use the language of Orthodox and Progressive.

**Hooks for new learning** (Y5/6): What does it mean to be a Muslim in Britain today? Why is the Torah so important to Jewish people.

## Science

**Intent:** (Spring 1) The children will explore solids, liquids and gases and their characteristic properties. They will observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.

Spring 2: Children learn to group living things, known as classification. They will study the animal and plant kingdoms and use and create classification keys to identify living things.

**Hooks from old learning:** (YR) Animal safari, (Y1/2): Everyday materials, Habitats, Animal parts, Human survival and Animal Survival.

**Skills and Knowledge Components Focus**

**Year 3 Spring 1**

Identify differences, similarities or changes related to simple scientific ideas and processes

**Year 4 Spring 1**

Compare and group materials together, according to whether they are solids, liquids or gases.

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius

**Year 3 Spring 2**

Gather, record, classify and present data in a variety of ways to help in answers questions

**Year 4 Spring 2**

Recognise that living things can be grouped in a variety of ways

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

**Sticky Knowledge:**

**Spring 1:** compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**Spring 2:** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.

**Key Vocabulary:** property, solid, liquid, gas, particle, arrangement, compress, gaseous, matter, process, reversible, variable, backbone, classify, evolution, origin, vascular.

**Subject Composite:** Children will present their understanding of the unit to explain the behaviour of the particles in solids, liquids and gases, how they tested the various properties and what they did to ensure their test was fair. They will explain states of matter using scientific language, demonstrating an understanding the process of changing states.

**Impact:** Children will be able to explain states of matter/animal classification having conducted their own research in order to answer scientific enquiries. They will be able to present this knowledge in the subject composite. The children will demonstrate an understanding of changing states/grouping animals.

**Hooks for new learning** (Y5/6): Properties of changing materials and Evolution and inheritance and human reproduction and aging.



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**Topic Composite/Finale:** create a way to present knowledge of Misty Mountain, Winding River e.g., a non-chronological report, poster, fact file, description or presentation.

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**Future Learning Topic:** Our Changing World (Y5/6), Investigating Our World (Y5/6).



## Art and Design

**Intent:** Explore techniques used to compose landscape images and portray animals through sketching, printmaking and clay.

Spring 1 - In 'Vista' children explore the techniques that artists use when composing landscape images, such as colour and atmosphere.

Spring 2: In 'Animal' children learn about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling.

**Hooks from old learning:** (YR, Y1/2) Street view and Still life.

**Skills and Knowledge Components Focus**

**Year 3**

Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.

Different pencils for different purpose and effects.

Respond to the work of others and say how it makes them feel or think and give reasons as to why.

Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.

Manipulating clay using fingers and tools.

Draw outlines with reference to size and shape.

Begin to research great artists and designers through time.

Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.

**Year 4**

Begin to experiment with different tools for line drawing.

Talk about their intention and how they wanted their audience to feel or think.

Begin to critique their own and others' work alongside set criteria.

**Key Vocabulary:** colour theory, colour wheel, artists, sketch, landscape, viewfinder, proportion, mountain, atmospheric perspective, warm and cool colours, constructive feedback, animals, perspective, printing, clay.

**Subject Composite:** children create their own landscape sketches and colour comparison thumbnails, animal sketches and animal printing.

**Impact:** Children choose an interesting or unusual perspective or viewpoint for a landscape, compare and contrast artwork from different times and cultures. They explain the significance of art, architecture or design from history and create work inspired by it. The children will use the properties of pen, ink and charcoal to create a range of effects in drawing. They will identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting and give constructive feedback to others about ways to improve a piece of artwork.

## Design Technology

**Intent:** children learn about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample

**Hooks from old learning:** (YR, Y1/2) Cut, Stitch, Join.

**Skills and Knowledge Components Focus**

**Year 3**

Explain what they are making, why they are making it and what they will need to use

Know and choose which equipment is used for cutting, shaping joining and finishing from a suggested range

Explore and analyse existing products

Suggest ways of improving their own and others' work

Explore different ways of joining things together

**Year 4**

Explain what they are making, why they are making it and what they will need to use, using the design criteria

Know and choose which equipment is used for cutting, shaping joining and finishing.

Know the characteristics of materials and components and select, depending on use

Suggest ways of improving their own and others' work based on how effective the product is

**Key Vocabulary:** fabric, material, join, sew, compare, hem, seam and stitch.

**Subject Composite:** The children design and make a fabric sample.

**Impact:** children will choose from a range of materials, showing an understanding of their different characteristics. They will create and complete a comparison table to compare two or more products. Children will investigate and identify the design features of a familiar product and explain how and why a significant designer or inventor shaped the world. They will hand sew a hem or seam using a running stitch and identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.

**Hooks for new learning (Y5/6):** Make do and mend

## Computing

**Intent:** In Spreadsheets (Y3), the children use the symbols more than, less than and equal to, to compare values. The children use 2Calculate to collect data and produce a variety of graphs and will also use the advanced mode of 2Calculate to learn about cell references.

Spring 2: In touch typing, the children are introduced to typing terminology. They understand the correct way to sit at the keyboard and learn how to use the home, top and bottom row keys. The children will practise typing with their left and right hand.

**Hooks from old learning:** (YR, Y1, Y2) Spreadsheets, Pictograms, Questioning, Exploring Purple Mash, Effective Searching, Presenting ideas.

**Skills and Knowledge Components Focus**

**Year 3**

Use different font sizes, colours and images purposefully.

To plan simple sequences with algorithms.

Use logical reasoning to predict errors.

Create and implement programmes to accomplish given goals.

Use technology to present data and digital content

**Year 4**

Use search technologies effectively and safely.

Create and implement a range of programmes to accomplish given goals.

Use technology to collect and present data and digital content.

**Key Vocabulary:** advance mode, bar graph, equals, data, cell address, rows, columns, less than, more than, equal tool, pie chart, quiz tool, spin tool, spreadsheet, table, posture, keys, space bar, typing.

**Subject Composite:** Children will 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.

**Impact:** Children will know how to recall the different range of graphs and charts they have come across in other subjects as well as computing including pie and bar, enter data into a table format in a spreadsheet, select all the data in the table, select the chart tool, give the table a title, label the chart axis, add a title to the chart, edit data in a table and see how the chart changes automatically.

**Spring 2:** Children will know how to check that posture is correct when typing, position equipment correctly so that eyes are level with monitor, place feet on the floor, position wrists so that they are not touching anything when typing, use the left hand to type letters, use the right hand to type letters, position the left and right hands correctly, build up to combing left and right hand use to type words.

**Hooks for new learning (Y4, 5/6):** Spreadsheets, Databases, Spreadsheets with MS Excel or Google Sheets, Writing for Different Audiences, Effective Searching, Concept Maps, Word Processing, Blogging, Text Adventures.

## Music

**Intent:** The unit is focussed around the song Stop!. The children will listen and appraise the song Stop! and other songs, participate in musical activities and perform and share their learning.

Spring 2: The unit is focussed around the song Lean On Me by Bill Withers. The children will listen and appraise the song Lean On Me and other songs, participate in musical activities and perform and share their learning.

The children will learn:

- Lyrics: what the song is about
- Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
- Identify the main sections of the song (introduction, verse, chorus etc.)
- Name some of the instruments they heard in the song

**Hooks from old learning:** (YR, Y1, Y2) All previous music units.

**Skills and Knowledge Components Focus**

**Year 3**

Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction).

Maintain a simple part within an ensemble.

Play notes on instruments clearly and including steps/ leaps in pitch.

Improvise (including call and response).

Compose and perform simple melodies (limited notes).

Start to use musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words when analysing music/performances

Use musical dimensions together to compose music

Describe different purposes of music in history/ other cultures.

**Year 4**

Sing in tune, breathe well, and pronounce words, change pitch and dynamics.

Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Perform with control and awareness of what others are singing/ playing. Improvise within a group using more than 2 notes.

Compose and perform melodies using three or four notes

Create accompaniments for tunes using drones or melodic ostinatos

Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.

**Key Vocabulary:** beat, pace, rhythm, pulse, melody, texture, timbre, pitch, dynamics, tempo, structure, shape, pattern, notate, phrase

**Subject Composite:** Children will be able to create their own sounds, based on the style they have listened to. They will prepare this for a performance.

**Impact:** To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.

**Hooks for new learning (Y5/6):** All future units. Introduce new rhythm syllables. Introduce a new genre of listening pieces. Use different stimulus to inspire composition.

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**Trips/Visitors:**

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**Future Learning Topic:** Our Changing World (Y5/6), Investigating Our World (Y5/6).

## Spanish

**Intent:** In 'My body', children learn to understand and follow instructions, name parts of the body, identify colours and say what they are wearing. Children ask and answer questions using the topic vocabulary, read and write simple words, link un/una to masculine and feminine nouns, 'y' to link several items in a sentence.

**Hooks from old learning: (YR, Y1/2)** Spanish not taught in KS1

**Skills and Knowledge Components Focus**

**Year 3 and 4**

listen attentively to spoken language and show understanding by joining in and responding

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

speak in sentences, using familiar vocabulary, phrases and basic language structures

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

describe people, places, things and actions orally and in writing

**Key Vocabulary:** ¡Siéntate [sit down], levántate [stand up], arregla las sillas [put your chairs under], cállate [be quiet], escucha [listen], mira [look], mírame [look at me], ven a la alfombra [come to the carpet], repite [repeat], recoge la mesa [tidy up the desk], ¡vamos! [off you go!], vamos a jugar [let's play] Aquí está [here is], aquí están [here are], la cabeza [head], los hombros [shoulders], las piernas [legs], los pies [feet], los ojos [eyes], las orejas [ears], la boca [mouth], la nariz [nose]

**Subject Composite:** children will present their knowledge of the time in Spanish to another class.

**Impact:** the children will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

**Hooks for new learning (Y5/6):** All future Spanish lessons.

## PSHE

**Intent:** Spring 1: In 'Dreams and Goals' children learn about identifying their dreams and goals and learning resilience if these are not achieved.

**Spring 2:** In 'Healthy Me', children fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book'

**Hooks from old learning:** Previous 'Dreams and Goals' units for each Year Group. Previous 'Healthy Me' units for each Year Group.

**Skills and Knowledge Components Focus**

**Year 3/4**

explain how their life is influenced positively by people they know and also by people from other countries.

explain why their choices might affect their family, friendships and people around the world who they don't know.

**Spring 2:**

explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

**Key Vocabulary:** Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive Attitude, Disappointment, Fears, Hurt, Resilience, Plans, Cope, Help, Resilience, Self-belief, Motivation, Perseverance, Determination, Commitment, Team work, Design, Cooperation, Review, Learning, Strengths, Success, Celebrate, Evaluate.

**Spring 2:** Friendships, Emotions, Healthy, Relationships, Friendship groups, Value, Friendship groups, Roles, Leader, Follower, Assertive, Agree/disagree, Smoking, Vaping, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Pressure, Believe, Assertive, Opinion, Right, Wrong, Peers, Anxiety, Fear

**Subject Composite:** children help fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals

**Spring 2:** children fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book'

**Impact:** children learn being motivated when something is challenging, to keep trying, working well with others, having a positive attitude, achieving goals and working hard to achieve them.

**Spring 2:** children learn about making healthy choices, eating healthily, being active, keeping safe, healthy friendships and keeping calm in difficult situations.

**Hooks for new learning (Y5/6):** All future 'Dreams and Goals' and 'Healthy Me' units.