



Theme Overview: All Things Wild
Year B – Spring Term
Years 3/4

Key Questions

Spring 1: What animals can be found in the Tundra?
Spring 2: What are the sounds of the rainforest?



Curriculum Intent (link with values etc):
(Where are you going and why!)
This topic 'All Things Wild' will have a STEM focus within the first term they will be looking at 'Living things in their Habitats' including animals living in different biomes (the first biome focus will be the tundra environment) and during the second term they will be learning about sound, this links well with learning about carnivals in Brazil, therefore the second biome focus will be rainforests focusing on The Amazon. The computing aspect will involve creating Scratch programmes to replicate weather systems.
This links with our value of community looking at the style and way of living for different communities across the world. Therefore, children will start to develop skills to be able to compare and contrast e.g. tribes in The Amazon and Eskimos living in the northern hemisphere. Following on from this is an opportunity to look at acceptance of others and diversity in the community during PSHE lessons.

At the end of the topic, the children will be able to describe and explain the difference between a habitat, ecosystem and a biome by including examples. They will understand the importance of communities and traditions and develop a knowledge for how to sustain and look after the environment e.g. helping to look after the common and areas of outstanding beauty in their local area of Cranham. Previous additional final outcomes include; an additional chapter at the beginning of their class book (Leaf by Sandra Dieckmann) in English.

Enrichment and Experiences:
Raft building and topic day- looking at different environments using maps discovering how the character Leaf in our class story ended up in the rainforest from the Arctic. This could include using keys on maps and identifying journey routes from one environment to the other and modes of transport he could have taken.

Trip to the living rainforest in Berkshire- <https://livingrainforest.org/schools>

English – long term overview coverage:
Spring 1- Non-Fiction
newspaper report (3 weeks)- What in the news?
Many questions- subheadings etc
Fiction
Additional scene to a story- Leaf by Sandra Dieckmann
Emotion word, (comma) sentences- fronted adverbials
Noun, which/who/where sentences 2AD and 4AD sentences
Spring 2- Non-Fiction
Persuasive letter- The Great Kapok Tree by Lynne Cherry
Fiction
Story with a similar theme (dilemma)- Video stimulus- The Dragon Slayer <https://www.literacyshed.com/dragonslayer.html>
If, if, if, then sentences- (if, if, then for those who can't)- story ending 2 pairs sentences- P.C. sentences (paired conjunctions)
The more, the more sentences ing and 3_ed- More detail
Exclamation
Poetry
Ted Hughes Moon Whales or Lost words

- Possible texts:
- **Leaf by Sandra Dieckmann-**
This book links well with the biomes topic. It is important to focus on the Tundra environment during this term, therefore, children will be looking at writing a chapter before the book.
 - **The Great Kapok Tree by Lynne Cherry-** Provides fantastic description of life in the rainforest and the animals living there. This leads in nicely to persuasive writing for stopping deforestation
 - **Lost Words by Robert Macfarlane**

Opportunities for Cross Curricular Maths:

Links with statistics children will be creating their own investigations in science and alongside this there will be an opportunities for them to present their findings using tables and bar charts.

**Science NC objectives-
Working scientifically**

- identifying differences, similarities or changes related to simple scientific ideas and processes
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Living things in their Habitats

Pupils should be taught to:

- 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
- recognise that environments can change and that this can sometimes pose dangers to living things.

Practical outcome- Children to be able to design their own classification key to help group animals, based on grouping similar characteristics.

Sound

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

Link with [Brazil carnivals and the sounds of the rainforest \(music\)](#).

Geography NC objectives- Physical Geography

- physical geography, including: climate zones, biomes and vegetation belts

Looking at making the link between science and geography by understanding the concepts of habitat, ecosystem and the different biomes of the world. Hazel class will be able to compare and contrast between main biomes studied- tundra, rainforest and the temperate deciduous biome of the UK.

Computing

CQ Threshold concept: Code

NC objectives:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Art NC objectives

- to create sketch books to record their observations and use them to review and revisit ideas

To make links between the books studied and art - look at the process between mark making and using nature to inspire artwork. Additionally in science we will be learning about sound- Kandinsky uses nature and sound to inspire his abstract art. Things to look at include- rice on a speaker making patterns, kaleidoscope patterns, paint and sound etc

DT NC objectives

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

This could include creating a raft looking at ways to travel from one biome to another- when learning about the book Leaf, he finds himself in the Rainforest on a block of ice. What ways could a human make the same journey as Leaf?

Cooking and nutrition

- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

[Researching into the foods of Brazil, how does their diet vary from ours etc](#)

PSHE objectives

Ourselves – Growing and Changing- Spring 1

H25: about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26: that for some people gender identity does not correspond with their biological sex.

H28: to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.

[Links with R.E. learning about a different religion from Christianity and looking at diversities of communities.](#)

Communities- Spring 2

L6: about the different groups that make up their community; what living in a community means.

L7: to value the different contributions that people and groups make to the community.

[Link with the value community](#)