Topic UU Spring First Half Term Scrumdiddlyumptious 2025 Class and Year Groups: UU Year3/4

SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -	KEY FOCUS AREAS	SYNOPSIS: Weeks
Understand where their food comes from. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Through art, will recognise the art and works of Cezanne. Will draw and create their own still life piece using a range of media.	Geography: Foods around the world. Climates Science Animals including humans.: ART: Still Life/Observation art. Artist Study: Cezanne	To understand that the food we eat comes from many different places around the world. To know how land in temperate climate zones is used to produce food To know how land in tropical climate zones is used to produce food. To describe the way in which land in tropical biomes is being changed to enable more food to be produced. To explore how food is produced in Mediterranean climate zones To explain how land is used to produce food in the United Kingdom.

SCIENCE: Science Animals including humans.:

To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat, identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify and group animals with and without skeletons and observe and compare their movement, explore ideas about what would happen if humans did not have skeletons, compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat, research different food groups and how they keep us healthy and design meals based on what they find out.

Working scientifically:

To asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of result and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.

KEY QUESTIONS:	KEY VOCAB:
Where does our food come from? What are food journeys? Or Food Miles? How much should we eat? Which foods are healthy/ unhealthy? What is a balanced diet? What is the food chain? What should we eat and why? How is land used to produce our food?	Food miles, heathy eating Fairtrade, balanced diet, Producers, consumers Nutrients Minerals Vitamins Carbohydrates Protein, Processed Temperate, tropical Climate zones

Opportunities for Extension

Write a weekly menu for your family, make a shopping list and help to cook/prepare meals.
Make a poster to show how you can have a healthy lifestyle and why it is important.
Try a new food. Tell me about your experience. What did you like about it? Would you eat it again? Was it similar to something you have had before?
Visit a farm. Make a fruit or vegetable kebab. Explore the packages of supermarket foods.

Vertical Drivers and Opportunities for Enrichment

Vertical Driver: Health and Well-being:

Places to visit: A visit to Cadbury World helps us to understand the process of cocoa beans to bar! Do you know how chocolate is made? Visit to a farm to look at where our produce comes from.

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<table>
<tr><td colspan="2">ENGLISH: Text: Goat Pie: Purpose for writing: invitations and character description The Incredible Book Eating Boy: Purpose for writing: persuasive letter and an imaginative story.
Non fiction: Healthy Eating and Fair Trade
Poetry: Food and kennings
READING KEY TEXT(S): Whole class reader: Cat Tales Read and Respond: Sasha's Stone. Here we are.</td><td>MATHS:
Y3: Multiplication and division. Length and perimeter and Fractions.

Y4: : Multiplication and division. Length and perimeter and Fractions.</td></tr>
<tr><td colspan="3">MFL: Food Glorious Food: children should be able to: • follow a story and join in the repeated parts; • say what foods from a set they like/dislike; • describe the colour or size of an object; • ask politely for something ...most children will be able to: • predict a repeated phrase; • make a range of simple statements by substituting vocabulary; • modify a colour adjective; • respond appropriately to a polite request. ...some children will be able to: • recognise the correct determiner depending on gender/number; • select adjectives based on gender/number of nouns; • order sentences correctly.</td></tr>
<tr><td>PE: Dance perform dances using a range of movement patterns. Use canon unison and levels.

Basketball: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</td><td>MUSIC: Charanga: STOP
To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
To listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</td><td>Geography : locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night), understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America, describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, 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 including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Art: Cezanne – observational still life (fruit bowl) – pastels (shading & blending)
To create sketch books to record their observations and use them to review and revisit ideas
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
about great artists, architects and designers in history.
.</td></tr>
<tr><td>PSHE and RSE: Keeping Myself Safe
BRITISH VALUES: Tolerance

School Value: Respect</td><td colspan="2">ICT/COMPUTING: PURPLE MASH: E-Safety and touch type understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. To introduce typing terminology. • To understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. • To practise typing with the left and right hand.</td></tr>
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ASSESSMENT DESCRIPTORS	
Science Targets - A Year 3 Scientist	**Science Targets - A Year 4 Scientist**
• ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.	• ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.
Geography Targets - A Year 3	**Geography Targets - A Year 4**
• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Begin to identify points on maps A,B and C • Use letter/no. co-ordinates to locate features on a map. • to make a map of a short route experienced, with features in correct order; • Describe and understand key aspects of: • Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes / earthquakes linking to Science rock types. • Human geography including trade links in the Pre-roman and Roman era.	• Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map. • Begin to identify significant places and environments • Use letter/no. co-ordinates to locate features on a map confidently. • Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)
Art Targets - A Year 3 Artist	**Art Targets - A Year 4 Artist**
• Consider health & safety when planning & carrying out tasks • Experiment with different effects and textures eg blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc • Annotate the work in their sketchbook. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	• Include health & safety precautions when planning and carrying out tasks. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process. • Annotate the work in their sketchbook. • Explore relationships between line and tone, pattern and shape, line and texture. • Explore the differences and similarities within the artists, craftspeople and designers working in different times and cultures.

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PE Targets – As a dancer: To use a greater number of their own ideas for movements in response to a task choose and plan sequences of contrasting actions and compositional principles adapt their own movements to include a partner in a sequence Describe good practise when at a swimming pool and explain how to stay safe when near water. Show how to enter and exit the water safely without using the steps (slide) Move in water using swimming aids and support (eg. Jump, walk, hop and spin) **Basketball:** throw and catch with control to keep possession and advance up the pitch/court be aware of space and use it to support team-mates and cause problems for the opposition choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent , know and use rules fairly to keep games going use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy , choose and vary skills and tactics to suit the situation in a game set up small games through knowing the rules, using them fairly to keep games going; use a small range of basic racket skills.	**PE Targets - As a dancer: T**o perform actions, balances, body shapes and agilities with control plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement adapt sequences to suit different types of apparatus and their partner's ability. **Basketball:** throw and catch with control, accuracy and speed to keep possession and advance up the pitch/court , be aware of space and use it to support team-mates and cause problems for the opposition – make the right decisions , choose and use a range of tactics for sending the ball in different ways to make it difficult for their opponent to intercept use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with control and accuracy; , choose and vary skills and tactics to suit the situation in a game – increasingly complex situations , set up games through knowing the rules, using them fairly to keep games going , use a range of basic racket skills – forehand and backhand (short and long & left and right to move opponent)
MFL Targets - A Year 3 Linguist	**MFL Targets - A Year 4 Linguist**
Understand a few familiar spoken words and phrases – e.g. Say and/or repeat a few words and short simple phrases – e.g. Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes, labels on familiar objects, the date. Use visual clues to help with reading. Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.	Understand a range of familiar spoken phrases. Answer simple questions and give basic information. Understands some familiar written phrases. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.

Music Targets - A Year 3/4 Musician

- Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases).
- Demonstrate the ability to recognise the use of structure and expressive elements through dance.
- Identify phrases that could be used as an introduction, interlude and ending.
- Recognise rhythmic patterns.
- Perform a repeated pattern to a steady pulse.
- Explore and select different melodic patterns.
- Recognise and explore different combinations of pitch sounds. Choose instruments on the basis of internalised sounds.
- Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song.
- Create descriptive music in pairs or small groups.