

Topic UU Autumn Term ITALY 2024 Class and Year Groups: UU Year3/4

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • identify where Italy is in the world, • recognise the physical geography of the country, • describe Italy's active volcano Mount Vesuvius • explore the country's many famous cities and landmarks, and immerse themselves in the culture of Italy. 	<p>KEY FOCUS AREAS</p> <p>Geog: Italy: physical and human features, famous landmarks and culture,</p> <p>Science: Sound, Magnets and Forces</p> <p>DT: Venetian Masks</p> <p>PE: Swimming and Fitness</p>	SYNOPSIS: Weeks	
		Week 1	Where in the world is Italy?
		Week 2	What are the physical and human features?
		Week 3	How and why do volcanoes erupt?
		Week 4	What happened in Pompeii?
		Week 5	Which are the famous landmarks and cities?
		Week 6 Week 7	What is the culture like in Italy? Christmas
<p>SCIENCE: Sounds. identify how sounds are made, associating some of them with something vibrating</p> <ul style="list-style-type: none"> • 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. <p>Forces and magnets</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>KEY QUESTIONS:</p> <p>Where in the world is Italy?</p> <p>What are the physical and human features?</p> <p>How and why do volcanoes erupt?</p> <p>What happened in Pompeii?</p> <p>Which are the famous landmarks and cities?</p> <p>What is the culture like in Italy?</p>		<p>KEY VOCAB:</p> <p>Climate</p> <p>Volcano lava erupt</p> <p>Tephra magma crust</p> <p>Tropical</p> <p>Temperate</p> <p>Polar</p> <p>Mediterranean</p> <p>Arid</p> <p>Landmark</p> <p>Physical and human features</p>
	Opportunities for Extension		
	<p>Make an Italian dish at home!</p> <p>Find out about the famous landmarks in Italy. Learn to speak a few words in Italian.</p>		
	Vertical Drivers and Opportunities for Enrichment		
	<p>Vertical Driver: Celebration of Diversity</p> <p>Places to visit: Italy facts: check out this beautiful country! - National Geographic Kids (natgeokids.com)</p>		
<p>ENGLISH: Key purpose for writing: Instructions and Explanation text and Christmas narrative.</p> <p>READING Whole class KEY TEXT(S): The Firework Maker's Daughter</p> <p>Read and Respond: The Firework Maker's Daughter and Fantastic Mr Fox</p>		<p>MATHS:</p> <p>Y3: addition and subtraction, multiplication/division</p> <p>Y4: addition and subtraction, multiplication/division</p>	

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<p>MFL: Time: To listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> ▪ 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* ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ read carefully and show understanding of words, phrases and simple writing and appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly 		
<p>PE: Swimming and Fitness To compare their performances with previous ones and demonstrate improvement to achieve their personal best. To take part in physical activity challenges both individually and within a team. To swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water-based situations.</p>	<p>MUSIC: Charanga: Three Little Birds 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.</p>	<p>Geography: ITALY Italy-features, mapping routes from Italy to UK. UK Traces of occupation e.g. Roads, cities etc. We will begin by learning where Italy is in the world, and then discover the physical geography of the country, with a focus on one of Italy’s active volcanoes, Mount Vesuvius! Children will explore the country’s many famous cities and landmarks, and immerse themselves in the culture of Italy.</p>
		<p>Art: Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Make informed choices in drawing inc. paper and media. Talk about their work understanding that it has been sculpted, modelled or constructed. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. DT: Make a simple Venetian mask.</p>
<p>PSHE and RSE: (SCARF) Valuing Difference BRITISH VALUES: Rule Of Law and democracy School Value: Love</p>	<p>ICT/COMPUTING: PURPLE MASH: Touch Typing and Online safety To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. To 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. To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. To 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. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	

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ASSESSMENT DESCRIPTORS	
Science Targets - A Year 3 Scientist	Science Targets - A Year 4 Scientist
<p>Forces: To raise questions and carry out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions;</p> <ul style="list-style-type: none"> • explore the strengths of different magnets and find a fair way to compare them • sort materials into those that are magnetic and those that are not; • look for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another • identify how these properties make magnets useful in everyday items and suggesting creative uses for different magnets 	<p>Sound: To find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses</p> <ul style="list-style-type: none"> • make earmuffs from a variety of different materials to investigate which provides the best insulation against sound • make and play their own instruments by using what they have found out about pitch and volume. To compare how different things move and group them
Geography Targets - A Year 3 Geographer	Geography Targets - A Year 4 Geographer
<ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. • Places on larger scale maps e.g. map of Europe. • to match boundaries (E.g. find same boundary of a country on different scale maps.) • 4 compass points to follow/give directions: • Begin to use map sites on internet. • 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. • Types of settlements in Early Britain linked to History. Why did early people choose to settle there? 	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas. • Investigate places and themes at more than one scale • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps • places on large scale maps, (e.g. Find UK or India on globe) • To match boundaries (E.g. find same boundary of a county on different scale maps.) • Begin to identify significant places and environments • 4 compass points well: Begin to use 8 compass points; • Make a simple scale drawing. Use map sites on internet. <p>.Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) • Types of settlements in modern Britain: comparing villages, towns, cities.
DT/ Art Targets - A Year 3 Artist	DT/Art Targets - A Year 4 Artist
<ul style="list-style-type: none"> • Consider health & safety when planning & carrying out tasks • 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. <p>DT</p> <ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s • Make drawings with labels when designing • Select tools and techniques for making their product • Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing change things if this helps them improve their work. Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT • Evaluate their product against original design criteria e.g. how well it meets its intended purpose 	<ul style="list-style-type: none"> • Include health & safety precautions when planning and carrying out tasks. • Explore the differences and similarities within the artists, craftspeople and designers working in different times and cultures. • Choose collage or textiles as a means of extending work already achieved. DT • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Evaluate their work both during and at the end of the assignment

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<p>PE Targets Swimming and fitness:</p> <ul style="list-style-type: none"> • 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 (e.g. Jump, walk, hop and spin) Float and move with swimming aids. To show awareness of buoyancy and support of the water and water aids Begin to remember and repeat simple actions with and without swimming aids and support with increasing control and coordination. • explain how strength, speed, stamina and suppleness affect performance • suggest and carry out warm-up activities –knowing which muscles they are exercising • demonstrate that they can lead a healthy active life – show stamina when participating • choose to engage in different types of physical activity outside of the PE lesson (e.g. play time, lunch time, breakfast club, after school clubs and out of school clubs) • compare and contrast movements (using appropriate language), commenting on similarities, differences and effectiveness • suggest improvements to their own and other people's performances - suggest what needs practising – discuss how they went about tackling tasks • work cooperatively with others when the challenge gets harder • compete against personal best, success criteria and others in a variety of contexts 	<p>PE Targets Swimming and fitness:</p> <ul style="list-style-type: none"> • To swim unaided for a sustained period of time over a distance of at least 25m, use a variety of ways to enter and exit the water (slide, jump, etc), use a range of recognised strokes and personal survival skills e.g. Front crawl, back crawl, breaststroke, sculling, floating and surface diving. • To use recognised arm and leg actions to swim increasing distances e.g. Front crawl, back crawl, submerge in water and demonstrate breathing control choose most effective stroke for challenges related to speed, distance and personal survival. • understand that strength, stamina, speed and suppleness can be improved to develop all-round health and fitness • lead a partner through short warm-up routines • engage in regular physical activity outside of the PE lesson (play time, lunch time, breakfast club, after school clubs and out of school clubs) • recognise criteria that lead to improvement - watch, describe and suggest possible improvements to others' performances • compare and contrast movements (using appropriate language), commenting on similarities, differences and effectiveness • suggest improvements to their own and other people's performances - suggest what needs practising – evaluate how they went about tackling tasks • work increasingly cooperatively with others when the challenge gets harder • compete against personal best and against others in a variety of challenging contexts
<p align="center">MFL Targets - A Year 3 Linguist</p>	<p align="center">MFL Targets - A Year 4 Linguist</p>
<p>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.</p>	<p>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.</p>
<p align="center">Music Targets - A Year 3/4 Musician</p>	
<ul style="list-style-type: none"> • 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. 	