

Predator



Year Group: 3/4

Cycle A

Science

- Animals Including Humans
- Living Things and Their Habitats

Climate/Environment

- Impact of human activity on animal populations around the world.

Computing

- Local environment, carbon emissions and air pollution - how can we reduce it?

Art

- Artist Knowledge - Albrecht Durer: The Rhinoceros Drawing – observational drawings of wild animals

Geography

Comparing human and physical features; the Cornish coast, the Amazon rainforest, the Swiss Alps.

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

Science

National Curriculum (Knowledge and Skills): Pupils should be taught to:

Animals, Including Humans

- 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
- construct and interpret a variety of food chains, identifying producers, predators and prey

Living Things and Their Habitats

- 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

Working Scientifically

- ask relevant questions and use different types of scientific enquiries to answer them
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- gather, record, classify and present data in a variety of ways to help in answering questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use straightforward scientific evidence to answer questions or to support their findings

Investigation Focus:

Habitats, Soil Soup

<https://www.sustainablelearning.com/resource/habitats-investigation-lower-ks2>

Climate/Environment Focus:

- Impact of human activity on animal populations around the world.
(teacher information - <https://www.worldwildlife.org/press-releases/wwf-report-reveals-staggering-extent-of-human-impact-on-planet> and https://wwf.panda.org/discover/our_focus/wildlife_practice/problems/habitat_loss_degradation/)

Prior Learning

Forever Firs children working at ARE should already be able to:

Animals, Including Humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Living Things and Their Habitats

- explore and compare the difference between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Working Scientifically

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- gather and record data to help in answering questions
- identify and classify
- use their observations and ideas to suggest answers to questions
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Key Vocabulary					
Tier 1		Tier 2		Tier 3	
Animal Humans Birds Fish	Soil Change	Nutrition Skeletons Muscles Support Protection Movement Interpret Group Environment Habitat Classify	Observe Record Differences Similarities Survey Grounds Wildlife Survival Sites Record Map Identify Explore Investigate Ingredients Wildflowers	Food chain Producers Predators Prey Mammals Reptiles Amphibians Classification key	Pollinators Ecologists Wildlife corridors Endangered Extinct

Science Assessment			
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

Geography

National Curriculum: Pupils should be taught to:

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

Curriculum Intentions:

- Children will meet the NC objectives through a study comparing the human and physical features of the Cornish coast, the Amazon rainforest and the Swiss Alps.

Age Related Subject Skills (Progression Guidance):

Year 3

Using maps

- Follow a route on a map with some accuracy
- Locate places using a range of maps including OS & digital
- Begin to match boundaries (e.g. find same boundary of a country on different scale maps)
- Use 4 figure compasses, and letter/number co-ordinates to identify features on a map

Map knowledge

- Locate the UK on a variety of different scale maps
- Name & locate the counties and cities of the UK

Making maps

- Try to make a map of a short route experiences, with features in current order
- Create a simple scale drawing
- Use standard symbols, and understand the importance of a key

Year 4

Using maps

- Follow a route on a large-scale map
- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map

Map knowledge

- Locate Europe on a large-scale map or globe,
- Name and locate countries in Europe (including Russia) and their capitals cities

Making maps

- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

Prior Learning

Forever Firs children working at ARE in Year 3 should already be able to:

Using maps

- Follow a route on a map
- Use simple compass directions (North, South, East, West)
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Map knowledge

- Locate and name on a world map and globe the seven continents and five oceans.
- Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Making maps

- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
- Use and construct basic symbols in a key

Key Vocabulary

Tier 1	Tier 2	Tier 3
Map Mountain	Countries Features Europe Cities Similarities Differences Compare Coast Rainforest	Human features/characteristics Physical features/characteristics Europe North and South America United Kingdom Digital/computer mapping Atlas Globe Environmental regions

Geography Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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Art and Design

National Curriculum:

Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Pupils should be taught:

- about great artists, architects and designers in history

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Artist Knowledge - Albrecht Durer: The Rhinoceros (teacher resource - <https://www.historytoday.com/archive/natural-histories/d%C3%BCrer%E2%80%99s-enduring-rhino> and <https://www.theartstory.org/artist/durer-albrecht/artworks/>)
- Drawing – observational drawings of wild animals, including use of pattern for shading

Age Related Subject Skills (Progression Guidance):

Year 3

Developing Ideas (Sketchbooks)

- Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.
- Identify interesting aspects of objects as a starting point for work.
- Use a sketch book to express feelings about a subject
- Make notes in a sketch book about techniques used by artists.
- Annotate ideas for improving their work through keeping notes in a sketch book

Artist Knowledge

- Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.
- Respond to art from other cultures and other periods of time.

Drawing

- Develop intricate patterns/ marks with a variety of media.
- Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.
- Begin to indicate facial expressions in drawings
- Begin to show consideration in the choice of pencil grade they use.

Year 4

Developing Ideas (Sketchbooks)

- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Express likes and dislikes through annotations
- Use a sketch book to adapt and improve original ideas
- Keep notes to indicate their intentions/purpose of a piece of work

Artist Knowledge

- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Begin to explore a range of great artists, architects and designers in history.

Drawing

- Develop intricate patterns using different grades of pencil and other implements to create lines and marks.
- Draw for a sustained period of time at an appropriate level.
- Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.
- Have opportunities to develop further drawings featuring the third dimension and perspective.
- Further develop drawing a range of tones, lines using a pencil.
- Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made
- Attempt to show reflections in a drawing
- Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms

Prior Learning

Forever Firs children in Year 3 working at ARE should already be able to:

Artist Knowledge

- Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.
- Express thoughts and feelings about a piece of art.
- Reflect and explain the successes and challenges in a piece of art created.
- Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.

Developing Ideas (Sketchbooks)

- Use a sketchbook to plan and develop simple ideas.
- Use a sketchbook to plan and develop simple ideas
- Build information on colour mixing, the colour wheel and colour spectrums.
- Collect textures and patterns to inform other work

Drawing

- Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.
- Draw lines/marks from observations.
- Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
- Understand tone through the use of different grades of pencils (HB, 2B, 4B).

Forever Firs children in Year 4 working at ARE should already be able to:

- See Progression guidance for year 3 above

Key Vocabulary

Artist Knowledge	Drawing	Developing Ideas
<p>Like, dislike, describe, similarities, differences, links</p> <p>Explore, comparison, thoughts, feelings, emotions, feelings</p> <p>Successes, challenges</p> <p>Change, develop</p> <p>Practices, disciplines, techniques</p> <p>Cultures, periods of time</p> <p>Modifications, changes, review</p>	<p>pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk</p> <p>hatching, scribbling, stippling, and blending</p> <p>light/dark lines, light/dark shapes, light/dark patterns</p> <p>tone, grades, HB, 2B, 4B etc</p> <p>observation</p> <p>Intricate patterns/marks</p> <p>Media, grade, tone, line, colour</p> <p>Facial expression</p> <p>Third dimension, perspective</p> <p>Technique, texture</p> <p>Reflection, movement</p>	<p>Record, sketch book, plan, develop</p> <p>Colour mixing, colour wheel, colour spectrum</p> <p>Texture, pattern</p> <p>Media exploration, experimentation, source material, starting point, express, feelings, notes, annotate, techniques,</p> <p>Like, dislike, improve, adapt</p> <p>Intention, purpose</p>

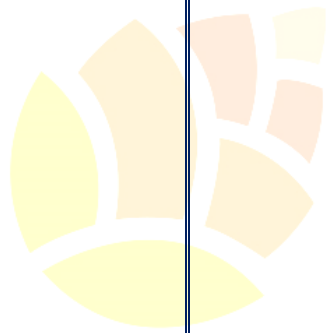
Art and Design Assessment

Children working below ARE

Children working towards
ARE

Children working at ARE

Children working above ARE



Firs
Primary
— School —

Computing

National Curriculum:

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

Computing Strand: Multimedia

Topic Links: To know different ways to create animated film

Age Related Subject Skills (Progression Guidance - DDAT):

- *Presentations:* Pupils learn to write and deliver a presentation on a given subject
- *Sound and video:* Pupils record and edit media to create a short sequence
- *Animations:* Pupils learn how to develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation'

Lower Key Stage 2

- | | |
|--|---|
| <ul style="list-style-type: none"> • To create a stop frame animation using one drawing | <ul style="list-style-type: none"> • To create a stop frame animation using two objects and one body movement e.g. waving or walking |
|--|---|

Other Key Areas of Learning:

- To know what stop frame animation is <https://www.twinkl.co.uk/resource/t2-a-182-lks2-art-and-animation-powerpoint> <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-stop-motion-animation/zr67kmn>
- To create a flip book to understand how still images put together at speed can look like movement <https://www.youtube.com/watch?v=zo9OebWjbsQ> <https://www.tes.com/teaching-resource/how-to-make-a-flip-book-step-by-step-guide-6279350>
- To use video editing software and cameras to create stop frame animation using a drawing <https://www.youtube.com/watch?v=QY0oCWP5RQk>
- To use I can animate to create a stop frame animation using lego characters https://www.youtube.com/watch?v=lVo3qWfb3_k

Prior Learning

Forever Firs children working at ARE should already be able to:

- To make animated pictures/drawings in 2create a story (<https://www.youtube.com/watch?v=u6NIVyMqjf0> seesaw example)
- To create a stop frame animation using split pin figures

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Walk	Picture	Movement	Edit	Stop frame	Flip book
Wave	Photo	Sequence	Object	Frame	
Speed	Drawing	Figure	Storyboard	Animation	

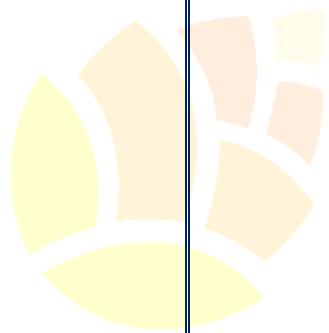
Computing Assessment

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