



Essential Knowledge / Skills

By the end of this unit the children will know...

- What is North America like?
- How is North America similar/ different to the UK?
- What is the difference between a human and physical feature?
- What can we use to find information about the geography of North America?
- RE week – What do Hindus believe God is like?
- Science week – How is our food digested?
How do humans get the nutrition they need?

Links to Christian values – compassion, perseverance, wisdom

Compassion

Compassion is a really important part of everything we do in Pendower and this term we will be continuing our hard work from last term to build a class team in which compassion is key. We recognise one another's feelings and we show compassion in our interactions.

Perseverance

We will be continuing to establish a growth mind set in our classroom this term and encouraging perseverance throughout our learning and time in school as a whole.

Wisdom

This term we will be making links between learning that has come before in core subjects and using this as a foundation to move forward and improve the skills that we have begun to build. In addition, we will be using what we know about the UK to help us process the information that we find about North America.

SMSC / British values links

British values

Mutual respect and tolerance – Within our topic and our RE week this term we are going to be finding out about different cultures and religions and the children will be learning about how we show respect for and celebrate these differences.

Democracy – The children will be leading our learning and making decisions as a group about what they want to find out about and how they will do it.

SMSC

Spiritual and moral – Through class collective worship we will be exploring what spirituality means to us. We will also be finding out about the beliefs of Hindus and developing our understanding of the Christian faith as we build up to Christmas.

Social – Working together to find out about the world and using shared experiences to develop friendships in school.

Cultural – Investigating North American culture and comparing it to our own.



North America – Theme Content

Core Subjects

Writing

Writing genres

- Explanation text
- Memorable learning check – independent write instructions
- Persuasive writing
- Finding tale

This term we will be using our focus texts as a vehicle for our writing. We will explore writing explanation texts about Diwali, as well as about our body, how we digest food and why we have a skeleton and muscles inside. Our focus story type will be a finding tale which will be based on *This Moose belongs to me*.

Reading / Key Texts

Science –

- Argh! There's a Skeleton Inside You!
- Idan Ben-Barak and Julian Frost

Topic

- This Moose belongs to me – Oliver Jeffers

RE – Dival's Diwali

Applied Maths

- Children will be working with number through looking at the Geography of North America, including population statistics and temperatures which will involve them in making comparisons and exploring place value in a practical way.
- Children will be working with information tables and graphs to analyse similarities and differences between the UK and North America.

Foundation Subjects

Geography

- We will be finding out about North America, what it is like to live there and some of the human and physical features found there.
- Through our knowledge of the UK and the use of maps and data tables we will look for similarities and differences between the UK and North America.
- We will be learning how to use maps, atlases and computer mapping to gather information.

Art & Design / Design Technology

- This term we will be focussing on learning about famous American artists, these will include Andy Warhol and Jackson Pollock. We will find out about the type of art that they produced and appraise particular pieces.
- We will also be attempting our own versions of art by these famous artists, developing our ability to use elements of other artists' work in our own creations.

RE Week - What do Hindus believe God is like?

- Children will be able to:
 - Explain what Hindus believe God is like.
 - Identify some Hindu deities.
 - Make links between stories from the Hindu religion and what Hindus believe God is like.
 - Make links between Hindu beliefs about God and the way that they live their lives.
 - Identify ways that Hindus worship.

Science Week – Animals including humans

- Children will be able to:
 - Describe the digestion process and parts of the digestive system.
 - Explain how we get nutrition and what nutrition we need.
 - Identify types of human teeth.
 - Explain the function of a skeleton and muscular system in the context of movement, protection and support.

Non topic based

Maths

- Addition and Subtraction White Rose Unit
- Multiplication and Division White Rose Unit

Computing

- This term we will be focussing on using the internet.
- We will be using the internet to carry out research about our topic whilst refining the way we look for information to help us become more proficient, efficient researchers.
- We will also discuss the reliability of things we find online.

Music

Composing and appraising focus – We will be listening to and commenting on Native American music then using this to create some Native American inspired music of our own, whilst focussing on learning vocabulary that will help us talk about our music confidently.

PE

- Focus - Hockey
- Including dribbling the ball, holding a hockey stick correctly, passing and receiving, defending and attacking.
- Focus – Gymnastics
- Including travelling, jumping, balancing and rolling.



North America – National Curriculum & Skills progression

Core Subjects

Writing

Y2 – Write simple, coherent narratives about personal experiences and those of others (real or fictional)
Use co-ordination (e.g. or / and / but) and some sub-ordination (e.g. when // if / that / because) to join clauses. Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others
Y3 and 4 –
Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives).
Uses fronted adverbials (eg 'Later that day, I heard the had news')

Reading / Key Texts

Science –
- **Argh! There's a Skeleton Inside You! - Idan Ben-Barak and Julian Frost**
RE – Dival's Diwali
Topic
- **This Moose belongs to me – Oliver Jeffers**

Applied Maths

Y2 - Compares and orders numbers from 0 up to 100; use <, > and = signs.
Uses reasoning about place value and number facts to solve problems.
Interprets and constructs simple pictograms, tally charts, block diagrams and simple tables.
Y3 and 4
Orders and compares numbers beyond 1000.
Interprets and presents data using bar charts, pictograms and tables.

Foundation Subjects

Geography

Year 2 – Know hot and cold areas in relation to the equator and the North and South Poles.
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Year 3 and 4 - 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
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Art and Design / Design and Technology

Y2 Continue to explore and be exposed to work by other artists and designers. Be able to describe the similarities and differences between pieces of work by other artists. To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work.
Y3 and 4 Begin to research great artists and designers through time. Begin to include elements of other artists work in their own. Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own. Have an in-depth knowledge of one famous artist in time and be able to link their own work to them. Begin to critique their own and others' work alongside set criteria.

RE Week

Make sense of belief:

- Identify some Hindu deities and say how they help Hindus describe God
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- Offer informed suggestions about what Hindu murtis express about God

 Understand the impact:

- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)
- Identify some different ways in which Hindus worship

 Make connections:

- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

Science Week

- 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
- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions

Non Topic Based

Maths - White Rose Coverage

- Addition and Subtraction
- Multiplication and Division

Computing

Internet research - Type a URL to find a website. Add websites to a favourite list. Use a search engine to find a range of media e.g. images, text. Think of search terms to use linked with questions they wish to answer. Talk about the reliability of information on the internet e.g. the difference between fact and opinion.

Music

Appraising and composing focus –
Y2 Identify the pulse in music, Recognise changes in timbre, dynamics, tempo and pitch. Start to recognise different instruments. Carefully choose sounds to achieve an effect, Order sounds to create an effect, Create short musical patterns. Create sequences of long and short sounds- rhythmic patterns (duration). Play instruments with control and exploring pitch, Start to explore simple compositions with two or three notes.
Y3 and 4 Know how pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound 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. Identify patterns in music. Compose and perform melodies using three or four notes. Make creative use of the way sounds can be changed, organised and controlled, Create accompaniments for tunes using drones or melodic ostinato (riffs). Create rhythmic patterns with awareness of timbre and duration.

PE

Balance on different points of the body. Travel at different speeds in a variety of ways. Control a balance. Combine learnt techniques (Y1&2) for a fluid sequence. Show changes of direction, speed and level during a performance.
Develop fielding and possession skills.
Begin to apply tactics and rules in a game