

YEAR 3/4	CYCLE A	BLOCK 1
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Whole academy curriculum project: Lost and Found

	Aims, Attainment Targets and Guidance	Suggested teaching ideas
Phase 1	GA1: Locational, skills & fieldwork	
	<ul style="list-style-type: none"> Identify the position and significance of latitude and longitude, equator, northern hemisphere and southern hemisphere. Identify the position and significance of the arctic and Antarctic circle. Use maps. Atlases, globes and computer mapping to locate countries (Antarctica) 	Using globes, atlases and maps identify where the south pole is → Identify south pole in relation to latitude and longitude, equator, northern hemisphere and southern hemisphere → identify the arctic and Antarctic circle → compare and contrast arctic and Antarctic.
Phase 2	SA1: Animals, including humans	
	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Compare and contrast the diets of different animals (including their pets) 	Investigate the diet of a penguin → Investigate a human diet → research a healthy human diet: suggested dinner plate → compare and contrast the two diets → research a diet of at least two other animals (pets – fish and a rabbit) → Compare human and pet diets
	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	MA1: Lean on me / CA1: Touch typing	
	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing accuracy and fluency. Appreciate and understand a wide range of high-quality recorded music drawn from different musicians. Play and perform ensemble contexts, using their voices and playing musical instruments with increasing accuracy and fluency. 	Recap the friendship between the penguin and the boy → what makes a good friend → Complete 'Lean on me' charanga unit. Complete unit 3.4 touch typing
Phase 2	GA2: human/physical geography of the south pole	
	<ul style="list-style-type: none"> Describe and understand climate zones. Describe and understand types of settlement and land use. Compare the UK with the south pole in terms of settlement and land use. 	Investigate what land is used for in the south pole → investigate who/what lives in the south pole → watch seven world, one planet episode 1 → Compare to the UK → research the climate. Visit from person who has worked in the Antarctic
Phase 3	GA2: skills & fieldwork	
	<ul style="list-style-type: none"> Use maps. Atlases, globes and computer mapping to locate countries (Antarctica) and describe features studied. Create a map for exploring Antarctica. Use simple compass directions and directional language, describe the location of features and routes on a map, use symbols in a key. Name and locate the world's 7 continents. 	Recap, using locational knowledge, where Antarctica is → create a map for exploring the Antarctic: identify physical/human geography of Antarctica and map out → map the journey from England to Antarctica: use symbols and label continents and oceans
Phase 4	SA1: Animals including humans	
	<ul style="list-style-type: none"> Decide ways of grouping diets of different animals according to what they eat. Build on previous learning – identify and name a variety of common animals that are carnivores, herbivores and omnivores (Y1) Research different food groups and how they keep us healthy and design meals based on what they find 	Recap the diets of different types of animals → identify the type of diet each animal has: link to carnivores, herbivores and omnivores → Create a menu for a carnivores, herbivores and omnivores → Create a lunch bag for penguin and the boy for their journey.
Phase 5	SA2: Living thing and their habitats / CA2: Spreadsheets (unit 3.3)	
	<ul style="list-style-type: none"> 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. Explore an example of human impact (positive and negative) on the environment. E.g. nature reserve/litter 	Research the classification key for animals → Group (classify) the animals researched for diets → consider where animals from the south pole would sit compared to local animals → Use spreadsheets to record information Complete unit 3.3 spreadsheets and use classification of animals as the context