

## Numeracy

### White Rose Math's Year 3/4 Scheme

#### Number – Place value

- Hundreds, tens and ones
- Represent and partition numbers to 1,000
- Find 1, 10, 100 or 1,000 more or less
- Compare and order numbers
- Round to the nearest 10, 100 or 1,000
- Roman numerals

#### Number – Addition and Subtraction

- Add and subtract 1s, 10s, 100s, 1,000s (then across a boundary)
- Subtract 1s, 10s, 100s, 1,000s across a boundary
- Add numbers with a different number of digits
- Subtract numbers with a different number of digits
- Inverse operations

#### Number – Multiplication and Division

- Arrays. Sharing and grouping
- The 2, 5 and 10 times-tables
- The 4 and 8 times-tables
- The 3, 6 and 9 times-tables
- The 7, 11 and 12 times-tables
- Multiply by 1 and 0
- Divide a number by 1 and itself

#### Measurement – Area

- What is area?
- Count squares
- Make shapes
- Compare areas

#### Financial Literacy

- discuss where money comes from
- talk about reasons people go to work
- discuss payment resources we can use to spend money
- consider why and how people might borrow money
- discuss the choices we have about how to spend our money
- explain ways we can keep track of what we spend.

#### Numeracy across the Curriculum

- Find the area of the field and a part of Nant Mill
- Calculate the age of a tree
- Find the area of a footprint
- Counting rings to work out how old a tree is
- Forest flower sampling
- Create woodland animal top trump cards
- Symmetry of woodland animals

## Humanities

- What affects our woodland – urbanisation and friction between wildlife and humans.
- Poster – how to protect our local environment.
- Map work – looking at different features. Comparing old Coedpoeth map to now. Where would wildlife be.
- Topic maths - Infographics to show woodland facts
- Distinguishing between facts and opinions and given reasons. Children to research campaigns. Have a debate within class.
- Use globes and atlases. Use globes and atlases to find polar regions.
- Google maps
- Map work – school ground orienteering.
- Learn about Inuit people

## R.V.E

#### Sub lens

Natural world and living things / Values and ethics.

#### Concepts

Cynefin, Values, Ethics, Responsibility

#### Ideas

- Christianity – Stewardship
- Islam – Khalifah
- Non-religious philosophical convictions – Greta Thunberg
- Randolph the wise series - Living with Nature. Chapter 2 Into the woods.
- Woodland spirits



# Wildlife Connections



## Language, Literacy and Communication

### Year 3

**Recount** - Autobiography about themselves

**Performance Poetry**

**Recount** - Diary from the perspective of a well-known fictional character

**Narrative Writing** - Story innovating on a model e.g., changing the setting or ending

### Year 4

**Recount - Biography** based on a factual person – Sir David Attenborough

**Poetry** - Simile poem

**Recount** – Diary from the perspective of a factual character – Sir David Attenborough

**Narrative Writing** - Story set in an imaginary/fantasy world

### Key Skills – spelling, grammar and punctuation

Compound sentences

Complex sentences

Punctuation

Sentence sequences

Adjectives

Features across text types

Phonics – RWI/NLS

### Welsh

Everyday commands

Specific times during the school day/time related language

The alphabet

Asking for classroom items

Revise/introduce feelings

Revise/introduce weather – past/present/future tense

### French

**Power Languages** – woodland/artic animals

**BSL** - workshops

## Expressive Arts

### Music

- Wildlife connections song

- Animal noises – Bird calls

### Art

- Rose Woodland – Welsh artist

- Sketching skills – look at drawing a woodland animal. Invite Tony Wyatt in.

- Background imitate Rose Woodland style. Acrylic pouring?

- Nature art from Nant Mill. Collect natural resources and come back and on bin bags create a local animal for example a hedgehog.

### Dance

- Based on 'We are going on a bear hunt' children to create their own dance with the title 'We are going on a woodland walk'.

### Drama

- Hot seating. Pretend to be one of the animals whose habitats are getting destroyed. Question a campaigner.

### Film and Digital Media

- Use adobe to design and create an infographic with woodland facts

- Use adobe express to create fantasy art images like Rose Woodland.

## Health and Wellbeing

- Discussing class rules. Respecting one another. Respecting the classroom and the resources
- Gathering information for OPP
- Benefits of being outside – hugging a tree, meditating, forest bathing.

### RSE

Friends – Good and bad qualities. Making and breaking friendships.

Friendship qualities – who can I trust?

What is good about me? Personal strengths and qualities

Communication – circle time discussions. Team building games.

### My Happy Mind

### P.E.

Core real PE

Unit 1-Personal. Unit 2 – Social.

### Outdoor Learning/Forest School

Orienteering around the school grounds.

Weekly outdoor learning sessions:

Animal highway – signs

Autumn walk to Nant Mill, collecting autumn objects to make a woodland creature

Make a bug hotel

Make a leaf mobile

## Science and Technology

### Plants

- Identify/describe the functions of different parts of a flowering plant (Inc. root, stem, trunk, leaves and flower)
- Identify requirements of plants for life and growth and how they vary from plant to plant (air, light, water, nutrients from the soil and room to grow)
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants (Inc. pollination, seed dispersal)

### Animals including humans

- Identify and describe how animals including humans need the right types and amounts of nutrients.
- That they cannot make their own food but they get nutrients from what they eat.
- Identify that humans and some other animals have skeletons and other muscles for support, protection and movement
- Construct and interpret a variety of food chains, identifying producers, predators, prey, herbivores, carnivores and omnivores.
- Explain how a feeding relationship occurs in a variety of habitats

### Living things and their environment

- Use fieldwork to observe, measure, record & present the human & physical features in the local area using a range of methods, incl. sketch maps, plans and graphs, and digital technologies.
- 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 the local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

### DT

- Planning and designing a project - Plan a wildlife friendly garden – work out perimeter and area

### ICT

- Google slides – fantastic finish

- Micro bits – coding, animals

- Audio interview of an explorer

- Use adobe to design and create an infographic with woodland facts

- Use adobe express to create fantasy art images like Rose Woodland

- Nature photographer – visit Nant Mill