

Oak Medium Term Planning for parents Summer 2 2022: Year 3, Year 4/ Y3 and Y4

Maths

Y3:

draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

recognise angles as a property of shape or a description of a turn

identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Y4:

compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

identify acute and obtuse angles and compare and order angles up to two right angles by size

identify lines of symmetry in 2-D shapes presented in different orientations

complete a simple symmetric figure with respect to a specific line of symmetry.

interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

English

Grammar and Punctuation

Nouns

Explore and revise what a noun is and then learn about the different types of noun using this link: <https://www.youtube.com/watch?v=nlj8tkrMqGY> and any other websites that are useful.

Create an information poster about the different types of noun: common nouns, proper nouns, concrete nouns, abstract nouns and collective nouns.

Find any leaflet or newspaper/magazine article – can you highlight the nouns and sort them into which category they belong to?

Apostrophes

Revise the use of apostrophes to show possession (belonging).

<https://www.bbc.co.uk/bitesize/topics/z9xp2v4/articles/zk2wr2p>

<https://www.youtube.com/watch?v=6Qmy42V1ujo>

Text work – Poetry focus

Narrative Poems

Look at narrative poems and explain that a narrative poem is a poem that tells a story.

Read and watch 'The Owl and the Pussycat'. <https://www.youtube.com/watch?v=HpwAP36-w7E>

Talk about the features of this poem including spotting the rhyme and the rhyming patterns. Explore new vocabulary – which words have you not heard of before? Can you find out what they mean?

Try to learn by heart a part of the poem and, if you'd like, create a dramatic performance to go with what you've learnt. Perhaps you could involve other members of your family too.

Compare 'The Owl and the Pussycat' to a more modern extension of the poem 'The Owl and the Astronaut' <https://gramho.com/media/2026810288833038333>

How is this the same as the original poem and how is it different? Does the rhyme scheme work in the same way?

Can you write an alternate version of 'The Owl and the Pussycat'? What story would your poem tell? Will you take any ideas from the original poem?

Science

How much water does a plant need to grow well? (Extended investigation over time)

This task is about setting up a fair investigation that can run over several weeks. You will need several simple plants such as geraniums, beans or tomatoes. We would suggest 4-5 identical plants. It is important to discuss the fact that the plants need to be identical (or as near as possible) for the investigation to be fair and have fair results. Remind your child that in a fair investigation everything must be identical except for the variable that you are investigating – in this case water. Talk about what factors will need to be the same – for example – the plants, where the plants are positioned/planted, same amount of plant food/nutrients (if given), depth of planting etc. Your child will then need to decide on the different amounts of water each plant will receive and how the amount of water is going to be measured accurately. A record of what is going to be done should be made and predictions about what will happen to each plant. For example: 'I think the plant that gets no water will die first because all living things need water to survive.'

Once the investigation is set up, your child will need to decide how and when measurements of the plants will be taken and how they are going to record these results.

At the end of the time period, once enough data has been collected, your child should then make a results table and, ideally, a graph to show the results. This could be a line graph to show how each of the plants grew over the time period. After they have done this, they should then draw their conclusions – what did they find out about the amount of water these plants needed? Did anything happen that would have made the investigation unfair? Are these reliable results? Would the same result be obtained if a different type of plant was used?

How is water transported in plants?

Carry out your own investigation to find out whether temperature affects how quickly water is transported within a plant.

For this investigation you will need several near identical white flowers and some food colouring (any colour but darker is likely to work best).

Ask your child to make predictions about what they think will happen when the flowers are put in beakers of coloured water and placed in different temperature locations around the home/garden. Place each flower in a beaker of coloured water and place around the home/garden in the different locations. Ideally, try to find locations with varied temperatures – it may be possible to even use the fridge. Remind your child about fair testing – does each beaker have the same amount of water and the same amount of food colouring?

If possible, your child should take hourly/2-hourly observations of their flowers and record their findings through drawings.

At the end of the day, collect the investigation and discuss what has happened. What does it tell us about how temperature affects water transportation? Does it tell us anything? Was our test fair or did some things go wrong? Could this have affected our result?

Music

Introduce the following songs

“I wanna be like you” – Disney

“The Lion Sleeps Tonight” <https://www.youtube.com/watch?v=hRv4cdZxTdQ>

‘Hey Dumba’ - <https://jessiesfund.org.uk/resources/what-to-sing-2/> - a Brazilian chanting song;

and share where the children have heard the songs before. Discuss the meaning of the words in the first two songs and the rhythm and pattern in the final song;

Listen to some rainforest music eg <https://www.youtube.com/watch?v=zQtfnPTIFFE>

Identify the different sounds – animals, birds, flowing water

If possible take the children on a wild walk – take the opportunity to listen to and identify the background noises – again birds, rustling leaves, water;

Watch <https://www.bakerross.co.uk/craft-ideas/kids/aboriginal-rain-stick/>

And make own rainstick and then use it to try and capture the sounds of the rainforest

Religious Education

Find out about the life of Jesus. A starting point could be the Oak academy lesson: <https://classroom.thenational.academy/lessons/who-was-jesus-6mv66c>

Share the start of the story of the calling of the first disciples (Matthew 4:18–19). Pupils pick out what Jesus asks Peter and Andrew to do. Explain that by following Jesus, Peter and Andrew would be giving up a lot. Remind pupils of their sketches and lists - how would they feel if asked to give up so much? Pupils imagine giving up so much by symbolically getting rid of their possessions and daily routines (for example, rubbing sketches and lists out/giving them to the teacher/screwing the paper up).

Pupils take on role of Peter or Andrew and decide what they might have thought on hearing Jesus’ words - write thoughts on fish shapes/thought bubbles. The word ‘gospel’ means good news. They must have thought that Jesus was good news. In the work that follows, get pupils to look out for anything that might have seemed like good news to the disciples then and to Christians now about what Jesus said and did.

Finish the story (Matthew 4:20–22). What did James and John leave behind? Although they have given some things up, what special new job have the disciples gained once they follow Jesus? Ask pupils to think what Jesus might have meant by ‘fisher of people’. Together, create images of what a ‘fisher of people’ might do.

Tell pupils that this is part of a ‘Gospel’, which means ‘good news’, and tells the story of the life and teaching of Jesus. It’s a kind of biography, and the writers made choices about what to include — they don’t tell everything he ever said and did. Ask pupils why they think Matthew included this story in his Gospel. Why not just give a list of qualities Jesus was looking for in a disciple — entry qualifications?

Explain that following Jesus and being fishers of people are actions that Jesus wanted people to do, which is why many Christians today still try to do them.

Discuss why we don’t come to school when ill — we need to get better, we don’t want to infect others. Would they want to be near, or touch, someone

who was infectious? Look at the Leprosy Mission website (www.leprosymission.org.uk/) and give a quick rundown of what leprosy is, explaining how lepers were viewed in biblical times. Read the story of Jesus healing a leper (Mark 1:40–44). Ask pupils to show amazement on their faces every single time Jesus says or does something shocking. Hold 'community of enquiry'-style discussion in response to 'Why did Jesus touch and heal the leper?' Ensure discussion touches on the importance of showing love to all.

Geography:

Weeks 1-4

With supervision children to Google SEARCH : Kew Gardens, The Palm House and any other related videos of Kew Gardens – this is to set the scene of the topic.

Children to think about what a rainforest is.. What is a rainforest? Where would you find them in the world? What conditions are needed for a rainforest – how many seasons do they have and what are they like?

Research the 4 different levels of the rainforest - Emergent, canopy, understorey & forest floor.

When researching also think about these questions: what is it like? What animals/plants live there? What effect does it have on the rest of the jungle?

Children to create either a collage, paint or 3D layers



(box) version of the rainforest – each section to be labelled with a full explanation of the individual

.Having researched the climate and conditions of each layer the children can now think about the inhabitants of the rainforest. Which layer of the rainforest do certain animals live in? Do some animals move from different layers? Some animals always stay in the layer they are born in – why do you think that is? Can the children find out how the different layers of the rainforest suit the needs of individual animals.

Children can choose an animal they are interested in, e.g. monkeys, gorillas, jaguars, snakes, tarantulas, etc, & using non-fiction texts & the internet find out about which layer this animal spends most of its life in? Does it move layer for any reason? Why does it live there as opposed to another layer? Encourage children to find out about unusual animals, classify these, specifying what type of animal this is, & look at how they survive & protect themselves. Remember the rainforest is teeming with life & much of it survives by hunting other creatures!

Children to sketch, paint or collage an image of their chosen creature and add bullet points explaining where it lives and why;

Some free rainforest resources are also available within this pack <https://www.twinkl.co.uk/resource/free-home-education-taster-pack-7-9-years-t-tp-1625669815>

Art

Find out about the artist Georgia O' Keeffe using a range of resources such as this starting point:-

<https://www.youtube.com/watch?v=hyKvDJug70E> and

<https://www.youtube.com/watch?v=QeB4-iBJLtq&t=106s> flower images

Finally watch <https://www.youtube.com/watch?v=uiCoZ2t9IF4> copy of red canna

This footage introduces the children to GOKs way of working – follow the example set and have a go at recreating your own version; Use pastels if possible but if not use paint



Now find another flower painting by GOK and have a go at copying this new flower in a similar fashion

Children to now make a viewfinder (<https://www.pinterest.co.uk/pin/376754325051064563> - is a really good example for this exercise)

Explain that today the children are going to create their own Georgia O' Keefe inspired work based on flowers from the rainforest.

Children to choose an image or photograph of a rainforest plant and talk about how to use the viewfinder so that they can “zoom” in on the details of the flower and find the most interesting parts – once they have decided which part of the flower or plant interests them most, they should start to sketch in the same way as they did for their first two attempts remembering to make sure they keep looking carefully at the image as well as take their time and sketch lightly so that they can make any needed corrections as they go along; Once the sketch is completed they can fill in using pastels or if not available colouring pencils and or paint;

Try to do your sketches on at least A4 if not A3 paper

Now using your viewfinder explore flowers in your garden – good flowers to choose would be pansies, poppies and violas as these are some of the flowers that GOK has showcased in her work. See if you can use your viewfinder, sketching and painting either a part or a whole flower;



Create a montage of your work – either showing different flowers or different parts of one flower using your viewfinder – every time paint as if you are Georgia O’Keefe!!

Computing

Using the programme Scratch complete the Boat Race project: <https://projects.raspberrypi.org/en/projects/boat-race>

French

Continue to count 1-20, 10s – 10-100,

Continue with days of the week and the months of the year

Revisit vocabulary for animals and practise

Once the children have mastered it they can add their own new animal or unusual animal and make up the animal sounds to go with it;

Find out more about French culture – children can choose to find out about different food, eating habits, fashion, school or choose a celebration like Bastille Day. Complete the research by making a little booklet to share with your family explaining different aspects of French culture;

Continue to use <https://www.thefrenchexperiment.com/stories> for stories and French vocabulary

Physical Education

Explore athletic activities – you could follow the Oak academy lessons to help you to do this via this link:

<https://classroom.thenational.academy/units/athletic-activity-run-jump-and-throw-1-4b0c>