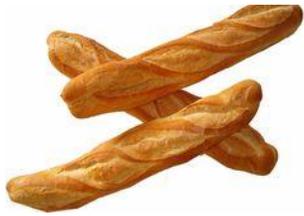


## Theme: Tour De France

## Areas of Learning



As geographers, we will be looking at the physical and human features of France. We will be using our map skills to locate the capital city of France and other regions. We will explore a European's way of living and compare this to our own locality. We will look at aspects such as food, buildings, famous people and famous events such as Tour De France.

As artists, children will be exploring how to use tone as a technique in their art work. They will study how artists use tone in different pieces of art and apply this in their own piece of work. They will be using the different tones of sketching pencils to create different effects and used coloured pencils to create different tones with the same colour.

As musicians, Year 3 will be following a project, where they will be finding out about a famous composer from France- Claude Debussy. They will listen to his compositions and comment on his work using key vocabulary. They will use his work as inspiration to create their own composition in groups. They will use musical notation to record their composition.

### Community

We will research and appreciate the French style of living and how events in France bring together their communities.

### Diversity

Through our religious education work children will explore where Hindus visit for their place of worship and how this differs to places of worship in the local area.

We will also look at how people live in France and how this differs to our own lifestyle.

### Enterprise

We will be looking into how Tour De France is organised as this is a big worldwide event that is very popular. We will look at how this affects the country when the event is held.

### Environment

We will be looking at the environment of France and how the north region is different to the south and why that is. We will compare the weather within different regions and then compare this to our own locality.

## Skills

## Areas of Learning

### Application to Everyday Life

#### Using Communication

Pupils will be using a variety of sources such as books and the internet to research topics on France. They will use their writing skills to present what they have found out. They will apply their new information to conduct an argument, putting forward ideas of where they would rather live: England or France?

#### Using Mathematics

Children will applying the written methods that they have consolidated for all four operations to solve problems. They will move onto solving 2 step problems in context where they need to decide which operation to use and why. We will be comparing and ordering fractions. Then count up and down in fractions.

#### Using ICT

In computing, Children will be introduced to a new program called Wedo, which is Lego that has a mechanical parts that can be programmed to move. Children will create Lego models and learn how to create a program on the computer to tell their Lego model to move. They will learn how to debug their program if it does not do what they want it to do.

#### PSHE & Learning Skills

##### Drug Education

In this unit, pupils will develop their understanding of medicines, reinforce broader safety rules and why they are important. They will learn about nicotine and alcohol and some of their effects. They will consider why people may or may not choose to use them. They will learn about influence and persuasion and develop skills to help them manage these.

#### MFL - French

##### Vive le sport! (Our Sporting Lives)

Children learn the names for some sports and practise saying what they like and don't like playing. They learn the days of the week and learn to say what kind of activities they participate in on particular days.

#### Geography

I ask which Physical features does this place have?  
I use my writing skills to communicate what I know.  
I find out about places and the features that are in those places by either going to that place to observe or by looking at information sources.  
I can describe a place using information I have found out using my geographical words well.  
I can compare places where people live and give reasons for the differences.

#### Science

##### Sound

I can identify how sounds are made, associating some of them with something vibrating.  
I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch and volume of a sound and features of the object that produced it.  
I can recognise that sounds get fainter as the distance from the sound source increases.

#### Art

I can manipulate a pencil to create careful lines, considering the effect and use shading techniques to add detail. I can compare pieces of artwork by the same or different artists, describing how they make me feel. I can develop a wide range of art and design techniques in using shape, form and space. I can confidently respond to a variety of starting points, using these to inform choices in my own work. I can recognise complementary colours and blend a range of colours.

#### PE, Health & Well-being

In P.E, we will be extending how we use shapes and balances in gymnastics. We will work on developing our rolls, stretches and balances on the mats before moving onto exploring how to move about on the apparatus. In basketball, children will consolidate different passes used and how to dribble with a basketball. We will establish different techniques needed to play a game such as defending and shooting. Through these activities, we will consolidate our knowledge on why it is important to warm up and cool down.

#### RE

In Re, we will be recognising where Hindus worship and how they show respect towards their place of worship. We will identify some practices that Hindus follow according to their religion and think about why it is important to them.

#### Music

I can describe music using words such as duration, timbre, pitch beat tempo and texture. I describe the different purposes of music throughout history. I know how many beats in a minim, crotchet and semibreve and I recognise their symbols. I recognise how musical elements can be used together to compose music. I can maintain a simple part within a group. Year 4s will be continuing their strings orchestra.