

**Road Trip USA**  
**Medium Term Topic Plan – Year 3&4 – Cycle A**

Term	Autumn 2 (7 weeks).	Curriculum Strands	Beliefs, Diversity, Travel & Exploration and Society & Culture.
<b>Classroom Environment</b>	Topic board to celebrate children’s learning from school and home. Age-appropriate historical (Native American, key people and events) and geographical (physical features, place names) vocabulary. Range of topic books including different genres and text types.	<b>Super Starter &amp; Education Visit/Visitor</b>	Mark 14 US states on the school field for the children to visit.
<b>Key Texts</b>	The Indian in the Cupboard - Lynne Reid Banks (AR level: 4.7).	<b>End Product</b>	Class assembly.
<b>English</b>	<p>Narrative - Indian in the Cupboard - writing to entertain. (3 weeks)  <b>N.C. Obj.</b> indicate grammatical and other features by using and punctuating direct speech.  <b>N.C. Obj.</b> develop their understanding by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  <b>N.C Obj.</b> Draft and write in narratives by creating settings, characters and plot</p> <p>Poetry – Refugees by Brian Bilston. (1 week)  <b>N.C Obj.</b> use relevant strategies to build their vocabulary</p> <p>Colours of the wind – Pocahontas (Guided Reading)  Macavity by T.S Eliot (Guided Reading)  <b>N.C. Obj.</b> develop positive attitudes to reading, and an understanding of what they read, by recognising some different forms of poetry  <b>N.C. Obj.</b> preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Diary Entry (3 weeks)  <b>N.C Obj.</b> indicate grammatical and other features by indicating possession by using the possessive apostrophe with singular and plural nouns.  <b>N.C Obj.</b> Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>		
<b>Science</b>	<p><u>Electricity</u>  <b>N.C. Obj.</b> Identify common appliances that run on electricity.  <b>N.C. Obj.</b> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  <b>N.C. Obj.</b> Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.  <b>N.C. Obj.</b> Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  <b>N.C. Obj.</b> Recognise some common conductors and insulators, and associate metals with being good conductors.</p>		
<b>P.E.</b>	<p><u>Line Dancing</u>  <b>N.C. Obj.</b> Perform dances using a range of movement patterns.  <b>N.C. Obj.</b> Develop flexibility, strength, technique, control and balance.  <b>N.C. Obj.</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
<b>Geography</b>	<p><u>Locate The US: use Google Maps to identify position and find out the names of the states and label capital cities.</u>  <b>N.C. Obj.</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Physical Features: research features such as Mississippi River, the Rocky Mountains, Grand Canyon, Everglades National Park, Old Faithful Geyser, Lake Superior and Monument Valley.</u>  <b>N.C. Obj.</b> Understand geographical similarities and differences through the study of human and physical geography of a region of North America.  <b>N.C. Obj.</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><u>Locate where the Native American Iroquois tribes lived, focus on use of local environment.</u>  <b>N.C. Obj.</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		
<b>History</b>	<p><u>Icon: place important people on a timeline then choose an icon to research further.</u>  <b>Obj.</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><u>Iroquois Tribe: use source materials to find out more about their food, farming, hunting, clothing, homes, warfare, customs, language and beliefs, recreation and art.</u>  <b>N.C. Obj.</b> Learn about a non-European society that provides contrasts with British history.</p>		
<b>DT</b>	<p><b>Apple Pie – Taste</b> DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p>		
<b>Music</b>	<p><u>Instrument: Clarinet</u>  <b>N.C. Obj.</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  N.c Obj – Notation - Recorder</p>		

