

Subjects	Objectives	Skills	Activities/ Tasks
History	<i>Skills based topic</i>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> Use dates and terms related to the study unit and passing of time <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Compare with our life today Look for links and effects in time studied Offer a reasonable explanation for some events <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> Use a range of sources to find out about a period Use evidence to build up a picture of a past event Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Research Mary Anning's life and impact of her discoveries (iPad research, watch videos) Use non-fiction books and the internet to find out information about different types of dinosaurs (e.g. Argentinasaurus) Look at images and recreations of fossils and discuss what information they can give us about the past Look at a timeline to place the dinosaur era in relation to other events studied and life today Visit to Dorman Museum/Hire loan box
Science	<p>3.6 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>3.7 Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>3.8 Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>3.9 Recognise that soils are made from rocks and organic matter.</p>	<p><u>Asking Questions & Planning Enquiries</u></p> <ul style="list-style-type: none"> Raise their own relevant questions about the world around them. Should be given a range of scientific experiences including different types of science enquiries to answer questions. Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions. Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. <p><u>Concluding</u></p> <ul style="list-style-type: none"> Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions. 	<ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement <ul style="list-style-type: none"> Look at discoveries of animal bones, compare and look at features and their significance Study vertebrates and invertebrates – group and compare ways they move and relate to skeleton Label the human skeleton Observe how bones are needed for protection, support and movement using activities in green book p. 31- 32 <ul style="list-style-type: none"> Bones for support (rubber glove) Muscles for movement (whole class exploration) Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties <ul style="list-style-type: none"> Give children unlabelled rocks and use hand lenses/magnifying glasses – can they name any? Can they group them using their own vocabulary? Compare and group rocks by their physical properties using different investigations e.g. strength, permeability, durability, natural or man-made Look at the 3 different types of rock and replicate processes using chocolate Describe in simple terms how fossils are formed when things that have lived are trapped within rock <ul style="list-style-type: none"> Order the process of fossilisation Create fossils in salt dough and bread Recognise that soils are made from rocks and organic matter <ul style="list-style-type: none"> Provide the children with different types of soil and use hand lenses to explore differences Add water to soil samples and leave to make observations over a period of time <p>At the end of the topic, use a thinking skills type activity to assess children's knowledge.</p>

Topic: History Rocks

Durham Lane Primary School: Topic Planning
Term: Year A Spring 1 **Class: 3/4**

Teacher: Miss Hugill/Miss Drew

Art	<ol style="list-style-type: none">1) To create sketchbooks to record their observations and use them to review and revisit ideas.2) To improve their mastery of art and design techniques, including drawing, printing and pattern.3) Learn about great artists in history	<p><u>Exploring/ Evaluating and developing ideas</u></p> <ul style="list-style-type: none">• Create sketch books to record their observations and use them to review and revisit ideas• Select and record from observation, experience and imagination and explore ideas for different purposes• Record and explore ideas using a variety of ways including digital cameras and iPads• Question and make thoughtful observations about starting points and select ideas for use in their work• Begin to use artistic/visual vocabulary to discuss work• Experiment with a wider range of materials• Think critically about their art and design work• Plan, refine and alter their work as necessary <p><u>Drawing</u></p> <ul style="list-style-type: none">• Experiment with a range of pencil tones and lines using graded pencils• Encourage close observation of objects in both the natural and man-made world• Make initial sketches as a preparation for painting and other work• Introduce the concepts of scale and proportion <p><u>Printing</u></p> <ul style="list-style-type: none">• Use the equipment and media with increasing confidence• Use different print techniques and create printing blocks i.e. mono-printing, block printing, relief or impressed method• Use sketchbook for recording textures/ patterns• Use language appropriate to skill• Discuss own work and that of other artists• Explores images through mono-printing on a variety of papers• Explore colour mixing through overlapping colour prints deliberately• Talk about the process used to produce a simple print• Interpret environmental and manmade patterns and form• Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc• Create repeating patterns, tessellations and overlays• Print using a variety of materials, objects and techniques, including layering <p><u>Pattern</u></p> <ul style="list-style-type: none">• Search for pattern around us in world, pictures, objects• Use the environment and other sources to make own patterns, printing, rubbing• Use sketchbooks to design own motif to repeat• Create own patterns using ICT• Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground• Consider different types of mark making to make patterns <p>Look at various artists of pattern and discuss effect</p>	<ul style="list-style-type: none">• Looking at different types of printing methods to create a repeated pattern design of a fossil (end piece)<ul style="list-style-type: none">◦ One style of printing a week building up to final piece• Study patterns on different fossils – replicate these through drawing looking at different pencil tones etc.• Create patterns on the computer• Art work based on the story ‘The Street Beneath my Feet’. <p>Artist study : Damian Hirst</p>
English	See progression of skills sheet		<ul style="list-style-type: none">• Egg adventure story (Pobble 365) (6)• Newspaper article on the discovery of a dinosaur (3)• Letter home from an expedition (4)• Mary Anning biography (5)• Description of invent your own dinosaur (2)• Non-chronological report about a T-Rex (idea from facebook) (1)