

Subjects	Objectives	Skills	Activities/ Tasks
Geography	<p>1a) locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>1b) name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>3a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>3b) human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>3c) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>3d) use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>3e) use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> Use NF books, stories, atlases, pictures/photos and internet as sources of information. Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps/temperatures <p><u>Direction/Location</u></p> <ul style="list-style-type: none"> Use 4 compass points well Begin to use 8 compass points Use letter/no. co-ordinates to locate features on a map confidently. Begin to use 4 figure coordinates to locate features on a map. <p><u>Drawing maps</u></p> <ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order Make a simple scale drawing. <p><u>Representation/symbols</u></p> <ul style="list-style-type: none"> Use standard symbols. Know why a key is needed Begin to recognise symbols on an OS map <p><u>Using maps</u></p> <ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or Egypt on globe) Follow a route on a large scale map. <p><u>Scale/distance</u></p> <ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) <p><u>Perspective</u> Draw a sketch map from a high view point</p> <p><u>Map knowledge</u></p> <ul style="list-style-type: none"> Begin to identify significant places and environments <p><u>Style of Map</u></p> <ul style="list-style-type: none"> Use map sites on internet. Use large and medium scale OS maps. Use junior atlases. Identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> Matching symbols on an OS map Compare OS maps over the years Draw map of school/surrounding streets Population of local towns – breakdown of human geography (draw bar chart) Differences between human and physical features Label human and physical features in our region Research human and physical features in immediate local area Walk along the River Tees/fieldwork recordings in local area Draw a map of route into Yarm
Science	<p>3.6) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>4.4) Describe the simple functions of the basic parts of the digestive system in humans</p> <p>4.5) Identify the different types of teeth in humans and their simple functions</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. <p><u>Testing, Measuring & Recording</u></p> <ul style="list-style-type: none"> Set up simple practical enquiries, comparative and fair tests. Recognise when a simple fair test is necessary and help to decide how to set it up. Make systematic and careful observations. Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Take accurate measurements using standard units. 	<ul style="list-style-type: none"> Comparing food labels – healthy or not Food homework diary Fat stain investigation Triangle of nutrition Comparison of animal nutrition How much sugar in everyday foods Label the parts of the digestive system identify the different types of teeth in humans and their simple functions – make a model of human teeth, compare to kitchen items, eat bits of food and say which teeth are being used

<div> <div>Durham Lane Primary School: Topic Planning</div> <div> <div>Topic: Local Area</div> <div>Term: Year A Summer 2</div> <div>Class: 3/4</div> <div>Teacher: Miss Hugill/Miss Drew</div> </div> </div>			
		<ul style="list-style-type: none"> Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data. <p>Concluding</p> <ul style="list-style-type: none"> Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. 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. <p>Evaluating</p> <ul style="list-style-type: none"> With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. 	
English	See skills progression sheets		<ul style="list-style-type: none"> Persuasive leaflet to go to Yarm Narrative travelling down the Tees Description of Yarm (olden day market scene) Poem about the river
Art	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 texture	<p>Exploring/ Evaluating and developing ideas</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 Experiment with a wider range of materials Think critically about their art and design work Plan, refine and alter their work as necessary <p>Texture</p> <ul style="list-style-type: none"> Develop skills in stitching, cutting and joining Use a wider variety of stitches to ‘draw’ with and develop pattern and texture – e.g. backstitch, cross stitch, zig-zag stitch, chain stitch Simple applique work attaching material shapes to fabric with running stitches Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects Experiment with a range of media to overlap and layer creating textures, effects and colours. 	<ul style="list-style-type: none"> Explore different kinds of stitching Create end piece: bookmark? Pencil case? Add some textural effects to end piece like applique etc.