Durham Lane Primary School: Topic Planning

Topic: Sounds of Christmas **Term:** Year B Autumn 2 **Class:** 3/4 **Teacher:** Miss Hugill/Miss Drew

Subjects	Objectives	Key Knowledge/Key Concepts/Key Elements	Key Vocabulary	Skills	Activities/ Tasks
Geography	2) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America	Location • To be able to locate a range of countries on a range of physical and digital maps. Climate • To compare the climates of different countries and discuss how this impacts their lives. Mapping • To be able to use a variety of maps and atlases.	Atlas Map Countries Continents Climate Weather Location Locate Flags	**Geographical Understanding** • Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps/temperatures **Scale/Distance** • Begin to match some boundaries (e.g. find same boundary of a country on different scale maps) **Using maps** • Locate places on large scale maps, (e.g. Find UK or Egypt on globe) **Style of map** • Use junior atlases.	• Look at how Christmas is celebrated around the world o create a non-chronological report o locate these places on a map o Find the flags in an atlas
Science	4.10) Identify how sounds are made, associating some of them with something vibrating. 4.11) Recognise that sounds travel through a medium to the ear 4.12) Find patterns between the pitch of a sound and feature of the object that produced it 4.13) Find patterns between the volume of the sound and the strength of the vibrations that produced it 4.14) Recognise that sounds get fainter as the distance from the sound source increases	• To be able to identify how sounds are made, associating some of them with something vibrating. • To be able to recognise that sounds travel through a medium to the ear • To be able to find patterns between the pitch of a sound and feature of the object that produced it • To be able to find patterns between the volume of the sound and the strength of the vibrations that produced it • To be able to recognise that sounds get fainter as the distance from the sound source increases	Sound Vibrate Vibration Ear Ear canal Ear drum Volume Loud Quiet Amplitude Pitch High Low Travel Medium Vacuum Fainter Source Patterns Data logger Tuning fork Instruments Noise	**Asking Questions & Planning Enquiries** • 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. **Testing, Measuring & Recording** • 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. • Learn how to use a range of (new) equipment, such as data loggers/thermometers appropriately. • 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. **Concluding** • 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. **Evaluating** • 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.	• Identify how sounds are made, associating some of them with something vibrating. o Vibration Station (1) in green science book • Recognise that sounds travel through a medium to the ear o Vibration Station (2) activities including making string telephones, making vibrations in water and using a stethoscope • Find patterns between the pitch of a sound and feature of the object that produced it o Explore using different materials (e.g. elastic bands, instruments and bottles of water) • Find patterns between the volume of the sound and the strength of the vibrations that produced it o Explore using different instruments o Rice on a drum to demonstrate change in strength of vibration o Make a Clap-o-meter • Recognise that sounds get fainter as the distance from the sound source increases o Investigate measuring the volume of sounds using data logger outside as the distance increases

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DT	2a) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 2b) select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Food • To know the ingredients required to make bread. • To be able to make and taste bread. • To be able to select the appropriate equipment to make bread. • To taste and discuss different types of bread. • To know about the history of bread (Warburtons) and its link to our Local Area.	Bake Oven Yeast Flour Water Salt Warburtons Fruit loaf Bagel Seeded White bread Wholemeal Plait Seasoned Prove Taste Texture Flavour	**Design** • describe purpose of product • show design meets a range of requirements and is fit for purpose • have at least one idea about how to create product and suggest improvements for design • produce a plan which shows order, equipment and tools and explain it to others • make and explain design decisions considering availability of resources • make a prototype **Make** • select suitable tools and equipment, explain choices in relation to required techniques and use accurately • *select appropriate materials, fit for purpose; explain choices • work through plan in order • realise if product is going to be good quality • measure, mark out, cut and shape materials/components with some accuracy • *assemble, join and combine materials and components with some accuracy • *apply a range of finishing techniques with some accuracy **Evaluate** • *refer to design criteria while designing and making • *use criteria to evaluate product • begin to explain how I could improve original design • *evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose • discuss by whom, when and where products were designed • know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products **Technical Knowledge – Food and Nutrition** • carefully select ingredients • explain how to be safe/hygienic when preparing and cooking some dishes • think about presenting product in interesting/ attractive ways • understand ingredients can be fresh, pre-cooked or processed • begin to understand about food being grown, reared or caught in the UK or wider world • describe eat well plate and how a healthy diet=variety / balance of food and drinks • explain importance of food and drink for active, healthy bodies • prepare and cook some dishes safely and hygienically • use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	• Research and discuss the history of bread with a link to Warburton's factory (factory visit?) • Taste and discuss a range of existing bread products • Design and make our own bread products
English	See progression of skills			See progression of skills	• Setting description • Story • Non-chronological report • Setting description (sound focus)