

<div> <div>Durham Lane Primary School: Topic Planning</div> <div> <div>Topic: George's Marvellous Medicine</div> <div>Term: Year B Spring 1</div> <div>Class: 3/4</div> <div>Teacher: Miss Hugill/Miss Drew</div> </div> </div>					
Subjects	Objectives	Key Knowledge/Key Concepts/Key Elements	Key Vocabulary	Skills	Activities/ Tasks
Geography	3a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<b>Climate</b> <ul style="list-style-type: none"> <li>To be able to explain the four stages of the water cycle</li> </ul>	Collection Perception Condensation Evaporation Gas Water vapour Water droplets Run off Climate Hail Snow Weather Temperature	<b>Geographical Enquiry</b> <ul style="list-style-type: none"> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>Ask and respond to questions and offer their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Labelling the water cycle</li> <li>Make the water cycle in a bag</li> </ul>
Science	4.7) Compare and group materials together, according to whether they are solids, liquids or gases  4.8) Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  4.9) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<ul style="list-style-type: none"> <li>To compare and group materials together, according to whether they are solids, liquids or gases</li> <li>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	Solid Liquid Gas States of matter Changing state Heating Cooling Melting point Boiling point Evaporation Condensation Freezing Boiling Thermometer Particles Vibrate Properties	<b>Asking Questions &amp; Planning Enquiries</b> <ul style="list-style-type: none"> <li>Raise their own relevant questions about the world around them</li> <li>Should be given a range of scientific experiences including different types of science enquiries to answer questions.</li> <li>Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions.</li> <li>Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</li> </ul> <b>Testing, Measuring &amp; Recording</b> <ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests.</li> <li>Recognise when a simple fair test is necessary and help to decide how to set it up.</li> <li>Make systematic and careful observations.</li> <li>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.</li> <li>Take accurate measurements using standard units.</li> <li>Learn how to use a range of (new) equipment, such as data loggers/thermometers appropriately.</li> <li>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.</li> </ul> <b>Concluding</b> <ul style="list-style-type: none"> <li>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</li> <li>With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</li> <li>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.</li> </ul> <b>Evaluating</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases               <ul style="list-style-type: none"> <li>Ballooning around activity in green science book</li> <li>Sorting and grouping objects using own criteria then terms solids, liquids and gases</li> </ul> </li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)               <ul style="list-style-type: none"> <li>Look at the properties of particles in the 3 states (use role play activity)</li> <li>Investigate the 3 states of water</li> <li>Observe melting of butter, ice and chocolate and record time taken to melt to compare melting points</li> <li>Research different melting points and create bar charts to show results</li> </ul> </li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.               <ul style="list-style-type: none"> <li>Investigate the 3 states of water</li> <li>Label the different parts of the water cycle</li> <li>Thinking Skills Collective Memory activity</li> <li>Create a water cycle in a bag on the window</li> </ul> </li> <li></li> </ul>

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Art	<p>1) To create sketch books to record their observations and use them to review and revisit ideas</p> <p>2) To improve their mastery of art and design techniques, including drawing, painting and texture</p> <p>3) Learn about great artists in history</p>	<p><b>Exploring, evaluating and developing ideas</b></p> <ul style="list-style-type: none"> <li>To be able to explore art in the world around us.</li> <li>To be able to make decisions about what looks best.</li> <li>To be able to review and evaluate artwork.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To be able to experiment with pencil tones and lines using a variety of graded pencils</li> <li>To make initial sketches as a preparation for painting</li> <li>To carefully consider scale when drawing</li> <li>To produce accurate drawings of people</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To use watercolours carefully to replicate artwork.</li> <li>To match colours to skin tones</li> <li>To carefully consider the size of paintbrush needed.</li> </ul> <p><b>Texture (textiles and collage)</b></p> <ul style="list-style-type: none"> <li>To use tie dying to colour and pattern socks and scrunchies</li> </ul> <p><b>Artists</b></p> <ul style="list-style-type: none"> <li>To know who Quentin Blake is and his legacy</li> <li>To understand how he creates his artwork.</li> <li>To produce art based on his artwork.</li> </ul>	<p>Artist Quentin Blake Illustrator Illustrations Sketching Watercolour Facial expression Tie dye Technique Fabric Evaluate Matching Skin tone Legacy</p>	<p><b><u>Exploring/ Evaluating and developing ideas</u></b></p> <ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Select and record from observation, experience and imagination and explore ideas for different purposes</li> <li>Record and explore ideas using a variety of ways including digital cameras and iPads</li> <li>Question and make thoughtful observations about starting points and select ideas for use in their work</li> <li>Begin to use artistic/visual vocabulary to discuss work</li> <li>Experiment with a wider range of materials</li> <li>Think critically about their art and design work</li> <li>Plan, refine and alter their work as necessary</li> </ul> <p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>Experiment with a range of pencil tones and lines using graded pencils</li> <li>Make initial sketches as a preparation for painting and other work</li> <li>Introduce the concepts of scale and proportion</li> <li>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body</li> </ul> <p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>Begin to apply colour using dotting, scratching, splashing to imitate an artist</li> <li>Mix and match colours to those in a work of art</li> <li>Observe colours on hands and faces – mix flesh colours</li> <li>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>Tie dying, batik – ways of colouring or patterning material</li> <li>Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>Experiment with a range of media to overlap and layer creating textures, effects and colours.</li> </ul>	<ul style="list-style-type: none"> <li>Watercolour sketches of Roald Dahl characters (YouTube video)</li> <li>Learn about Quentin Blake as an artist</li> <li>Tie dye t-shirts and tote bags (to be sold)</li> </ul>
DT	<p>1a) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>1b) generate, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>2a) select from and use a wider range of tools and</p>	<p><b>Design, make and evaluate</b></p> <ul style="list-style-type: none"> <li>To be able to design, make and evaluate a juggling ball.</li> <li>To be able to evaluate a product against a set criteria.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To be able to sew and stuff a product.</li> <li>To be able to choose an appropriate join.</li> <li>To be able to select the best tools to use to create a final product.</li> </ul>	<p>Juggling Sewing Stuffing Hemming Prototype Evaluate Product Technique Functional Aesthetic Fabric Decorate Criteria Stitch User Join</p>	<p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>use research for design ideas</li> <li>describe purpose of product</li> <li>show design meets a range of requirements and is fit for purpose</li> <li>follow a given design criteria and then begin to create own design criteria</li> <li>have at least one idea about how to create product and suggest improvements for design</li> <li>produce a plan which shows order, equipment and tools and explain it to others</li> <li>include an annotated sketch</li> <li>make and explain design decisions considering availability of resources</li> <li>explain how product will work</li> <li>make a prototype</li> <li>begin to use computers to show design</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>select suitable tools and equipment, explain choices in relation to required techniques and use accurately</li> </ul>	<ul style="list-style-type: none"> <li>Make juggling balls</li> </ul>

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	<p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p>3b) evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>			<ul style="list-style-type: none"> <li>• select appropriate materials, fit for purpose; explain choices</li> <li>• work through plan in order</li> <li>• realise if product is going to be good quality</li> <li>• measure, mark out, cut and shape materials/components with some accuracy</li> <li>• assemble, join and combine materials and components with some accuracy</li> <li>• apply a range of finishing techniques with some accuracy</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• refer to design criteria while designing and making</li> <li>• use criteria to evaluate product</li> <li>• begin to explain how I could improve original design</li> <li>• evaluate existing products, considering how well they've been made, materials, whether they work, how they have been made, fit for purpose</li> <li>• discuss by whom, when and where products were designed</li> </ul> <p><b><u>Technical Knowledge – Materials/Textiles/Structures</u></b></p> <ul style="list-style-type: none"> <li>• work accurately to make cuts and holes</li> <li>• think about user when choosing appropriate textiles considering appearance and functionality</li> <li>• measure carefully to avoid mistakes</li> <li>• attempt to make product strong</li> <li>• continue working on product even if original didn't work</li> <li>• explain how to join things in a different way</li> <li>• understand that a simple fabric shape can be used to make a 3D textiles project</li> </ul>	
<b>English</b>				See progression of skills	<ul style="list-style-type: none"> <li>• Character description of Grandma</li> <li>• Recipe for a marvellous medicine</li> <li>• Persuasive advert/For and against persuasive text</li> <li>• The story written from Grandma's point of view</li> <li>• Poem</li> </ul>