

Subjects	Objectives	Key Knowledge/Key Concepts/Key Elements	Key Vocabulary	Skills	Activities/ Tasks
<p>Geography</p>	<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>Location</p> <ul style="list-style-type: none"> To know where Yarm is on a local map. To know the physical features around the local area To know where our school is on a map To know where key human features are on a map <p>Human Features</p> <ul style="list-style-type: none"> To know what human features are To explain why we have human features To identify some human features in our local area To know the population of some local towns To know the differences between human and physical features To be able to locate human features on a map <p>Physical Features</p> <ul style="list-style-type: none"> To know the differences between human and physical features To know what physical features are To explain how physical features are made To explain why we have physical features To identify some physical features in our local area To be able to locate physical features on a map <p>Mapping</p> <ul style="list-style-type: none"> To know why we use maps To know that there are different types of maps To know what OS stands for To know some OS map symbols To know how to use OS maps To know how to plot a route on a map <p>Fieldwork</p> <ul style="list-style-type: none"> To know what fieldwork is To understand why fieldwork should be carried out To be able to identify human and physical features in the local area 	<p>Yarm Locality Local area Population Human features Physical features River OS map Symbols Church Fieldwork Bridges Roads Route Plot Map Differences Similarities Recording Investigate</p>	<p>Geographical Enquiry</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>Direction/Location</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>Drawing maps</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>Representation/symbols</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>Using maps</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>Scale/distance</p> <ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) <p>Perspective Draw a sketch map from a high view point</p> <p>Map knowledge</p> <ul style="list-style-type: none"> Begin to identify significant places and environments <p>Style of Map</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

<p>Science</p>	<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. 4.4) Describe the simple functions of the basic parts of the digestive system in humans 4.5) Identify the different types of teeth in humans and their simple functions</p>	<ul style="list-style-type: none"> To understand what a food label is and why we have them To understand the relevance of the traffic light system To evaluate our healthy eating habits To recognise healthy choices To understand that some foods have more fat in than others To know what the triangle of nutrition is To understand the difference between the levels of nutrition for humans and animals To understand how much sugar a child and an adult should eat To notice how much sugar is in some foods To know the parts of the digestive system (anus, small intestine, large intestine, oesophagus, stomach, mouth) To know how many teeth an adult or child should have To know there are different types of teeth (molar, incisor, wisdom, canine, pre-molar) To know the functions of different types of teeth 	<p>Food Label Traffic light Healthy Fat Saturated fat Sugar Unsaturated fat Energy Salt Additives Choices Nutrition Minerals Digestive system Anus Mouth Small intestine Large intestine Oesophagus Stomach Molar Incisor Pre-molar Wisdom Canine Function Animal Human</p>	<p>Asking Questions & Planning Enquiries</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>Testing, Measuring & Recording</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. 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. 	<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
<p>English</p>			<p>See skills progression sheets</p>		<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

<p>Art</p>	<p>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>	<p>Exploring, evaluating and developing ideas</p> <ul style="list-style-type: none"> To know how to evaluate a product To select the most appropriate stitch for a product <p>Texture (textiles and collage)</p> <ul style="list-style-type: none"> To know how to thread a needle To know different types of stitch (cross stitch, running stitch, backstitch, zig-zag stitch) To know how to finish a stitch 	<p>Needle Thread Stitch Cross stitch Back stitch Zig zag stitch Running stitch Material Evaluate Appropriate Product</p>	<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.
<p>DT</p>	<p>1b) generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 2a) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 3a) investigate and analyse a range of existing products 4b) understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Design, make and evaluate</p> <ul style="list-style-type: none"> To know what makes a good poster To understand different audiences To evaluate products To know how to make a lever/linkage mechanism To understand the importance of making a prototype <p>Mechanical Systems</p> <ul style="list-style-type: none"> To know the most appropriate tools for the job To know how to make a lever/linkage mechanism 	<p>Lever Linkage Mechanical poster Prototype Audience Mechanism Tools Requirements Evaluate Pneumatic Design criteria</p>	<p>Design</p> <ul style="list-style-type: none"> * use research for design ideas * 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 *explain how product will work <p>Make</p> <ul style="list-style-type: none"> * 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 <p>Evaluate</p> <ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> To make a poster to encourage recycling in the local area using moving parts

Durham Lane Primary School: Topic Planning

Topic: Local Area

Term: Year A Summer 2

Class: 3/4

Teacher: Miss Drew/Mrs Wheatley

				<ul style="list-style-type: none">* research whether products can be recycled or reused* know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products<u>Technical knowledge – Materials/textile/structures</u>*work accurately to make cuts and holes*explain how to join things in a different way<u>Technical knowledge – Mechanisms</u>*select most appropriate tools / techniques*explain alterations to product after checking it*grow in confidence about trying new / different ideas.*use levers and linkages to create movement*use pneumatics to create movement	
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