

SCIENCE

To identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers) (Y3)

To explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Y3)

To investigate the way in which water is transported within plants (Y3)

To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (Y3)

Working Scientifically:

To make and record predictions before testing.

To explain why they need to collect information to answer a scientific question.

Finding Things Out/ Technology in our Lives.

This topic has been created by merging the Rising Stars units Y2: (We are Researchers) and Y4 (We are Co-authors).

Year 3: I can save and retrieve work on the internet, the school network and my own device

I can describe the World Wide Web as the part of the internet that contains websites
I can use search tools to find and use an appropriate website.

I think about whether I can use images that I find online in my own work

Year 4: I can tell you whether a resource I am using is on the Internet, the school network or on my own device

I can identify key words to use when searching safely on the World Wide Web.

I think about the reliability of information I read on the World Wide Web.

I can tell you how to check who owns photos, text and clipart.

I can create a hyperlink to a resource on the World Wide Web.

I can recognise that websites use different methods to advertise products.

Week 1/2: Scoping a topic and breaking down questions. Use FreeMind to create a mind map of London.

Week 3/4: Looking for Information: Efficient and relevant searching using different search engines. Note taking. Reliability of information.

Week 5/6/7: Create a class wiki page and edit.

Cross-curricular— English and Mathematics

Maths:

data and statistics linked to local area and London e.g. population, transport use, houses etc. Analyse and create pictograms/bar charts/tables.

English:

Reading cross curricular text: Extracts from The London Eye Mystery linking to stories with adventure and mystery writing unit.

The BFG.

Cross Curricular writing genres to be covered:

- Persuasive writing— holiday adverts for London
- Non chronological reports— London.
- Stories with Adventure and Mystery.
- Poetry— shape poems on London Landmarks e.g. Big Ben/London Eye.

Class 3 2017 Autumn 2 Year B Wish You Were Here! London versus Hanging Heaton.

This half term, we will focus on landscapes and cityscapes, linking to our geography work. We will take photographs of the landscape of our local area before looking more closely at the different outlines and shapes that can be seen in our photographs. We will think about how to create perspective in our own work by studying the techniques of some famous landscape artists before creating our own pencil and water colour sketches of the landscapes of our local area. We will then focus on cityscapes and study the famous cityscape artists and their techniques. We will create a cityscape silhouette with a background as well as looking at how cityscapes are often reflected on water. (See Plan Bee Cityscapes planning and A Sense of Place planning).

Year 3:

- Can they use their sketches to produce a final piece of work?
- Can they use different grades of pencil shade, to show different tones and textures?
- Can they create a background using a wash?
- Can they use a range of brushes to create different effects?
- Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?
- Can they make notes on their sketch books about techniques used by artists?
- Can they suggest improvements to their work by keeping notes in their sketch books?
- Can they compare the work of different artists?

Year 4:

- Can they show reflections in their paintings and drawings?
- Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?
- Do they use their sketch books to adapt and improve their original ideas?
- Do they keep notes about the purpose of their work in their sketch books?
- Can they experiment with different styles which artists have used?

Week 1: Photographs of landscapes in our local area. Looking closely at shapes and outlines. Sketches of outlines in sketch books

Week 2 and 3: Landscape artists— Sketches of landscapes, creating perspective. Pencil and water colour

Week 4: Cityscape artists— silhouettes with backgrounds

Week 5: Sketches of London. Reflection on water.

Week 6: Create own cityscape of London in style of a landscape artist.

Art and DT

Geography

This Half Term, we will be comparing where we live to a place in the UK (London). We will look at the key differences between village and city life and think about the benefits and downfalls of living in each area. We will research the human and physical features of Hanging Heaton and the surrounding areas and compare this to the human and physical features of London including comparing the population, housing, facilities, economic wellbeing and transport. We will also look at the physical differences between the landscape of Hanging Heaton and the cityscape of London. We will look at how London's landscape has changed over time with the growth of industry. We will place our understanding of where we live into a wider context by looking at the United Kingdom and other key cities around our country. We will learn how to use maps and atlases to locate key cities in the United Kingdom by using the contents and index pages. Learn some of the OS symbols that represent different facilities on a map. We will link some of our research of London to the British values by looking at how our country is governed and locating the Houses of Parliament as a key landmark in London. They will gain further understanding of the role of the monarchy and the government in our country.

Week 1: UK geography. Map and atlas skills. Develop understanding of UK, British Isles and Great Britain. Locate some cities using atlas.

Week 2: Focus on our local area. Looking at a map. Identify key facilities. OS symbols. Develop research questions about London, focusing on houses, jobs, facilities, tourism, transport. Do we think it will be the same as our local area? Why not?

Week 3: Features of a village— why do people choose to live here? Survey? Local area walk.

Week 4: Features of a city compared to a village. Compare landscape of London to Hanging Heaton.

Week 5: Bus tour of London— landmarks. Tourism in London

Week 6: Researching and comparing lifestyles in London vs Hanging Heaton. Researching ethnic diversity in our local area and London.

Week 7: Where would you rather live and why? Debate and discussion.

NB: Some of the above is revision for Year 4 children who completed Local Area topic last year. Extend chn with more independence when using atlas. Provide unmarked maps for labelling. Chn to produce an OS map of local area to apply prior knowledge of OS symbols.

Year 3:

Do they use correct geographical words to describe a place and the things that happen there?

Can they use some basic OS map symbols?

Can they use maps and atlases appropriately by using contents and indexes?

Year 4:

Can they carry out research to discover features of cities and villages? Can they plan a journey to a place in England?

Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?

Can they explain why people are attracted to living in cities?

Can they explain why people may choose to live in a village rather than a city?

Do they know the difference between the British Isles, Great Britain and UK?

Can they name up to six cities in the UK and locate them on a map?

Can they locate and name some of the main islands that surround the UK?

Can they name the areas of origin of the main ethnic groups in the UK and in their school?

This topic will: enable students to acquire a broad general knowledge of and respect for public institutions and services in England; Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Pupils will develop:

an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;

an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination.

British Values