



Y3/4 Autumn 1

What makes Britain Great?

Linked Texts: The Queen's Token, Maps of the United Kingdom, Coming to England, Mermaid of Zennor

Trips and visits
Local walks

Wild Tribe link: Geography



Geography

Intent: Children will develop their understand of physical and human geography comparing regions within the United Kingdom.

Skills, and Knowledge:

- Compare and contrast the different countries of the UK
- Locate the UK's major cities
- Identify physical characteristics of the UK
- Understand how people have affected the United Kingdom's landscape
- Describe and explain the sorts of industries in which people in the UK work
- To use an aerial images and Ordnance Survey maps to describe the key physical and human features of the local area
- To describe the distinctive human and physical features of the local area
- To compare different perspectives on the local area
- Use fieldwork to support studies

Sticky Knowledge:

- I know the united Kingdom includes England, Scotland, Wales and Northern Ireland
- I know that each country in the UK has a capital city: London (England) Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland)
- I can name physical and human features of the 4 countries in the UK.
- I know that some of the physical features of Troon are it's river and woods
- I know that some of the human features in Troon are buildings, churches, mines
- I know how to use an OS map during field work.

Key Vocabulary:

Human geography, physical geography, United Kingdom, Countries, Capital Cities, compare, contrast, landscape, OS Maps, settlements, population, industry, fieldwork, symbols, keys, landmarks, similarities, differences, perspectives

Subject Composite:

Children will create an ebook guide to one of the countries

Impact:

Children will have an awareness of the similarities and differences in regions within the UK and develop a sense of belonging and understanding of their own locality.



Science Nutrition and Diet

Intent: Children explore human and animal skeletons for the first time by identifying and naming bones. Children learn about the skull, femur, pelvis, spine and ribcage. They are introduced to the term exoskeletons for the first time. Children develop their understand by looking at joints. They learn how the skeleton, joints and muscles work together to allow movement.

Skills, and Knowledge:

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Working scientifically- asking relevant questions and using different types of scientific enquiries to answer them.
- Working skeleton - record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Working skeleton- talk about criteria for grouping, sorting and classifying
- Working scientifically - report on findings from enquiries including oral and written explanations, displays or presentations and results of inclusions

Sticky Knowledge:

- A human skeleton is made up of 206 bones
- Skeletons provide support and protection and allow movement
- Bones have specific functions for example the ribcage protects the heart and lungs.
- Mammals, birds, fish, amphibians and reptiles have skeletons
- Not all animals have a spine
- Some animals have an exoskeleton which provides support and protection
- A joint is where two or more bones connect
- Muscles are attached to bones, they work by contracting and relaxing. They can only pull.

Key Vocabulary: skeleton, skull, ribcage, spine, pelvis, femur, bird, mammal, fish, amphibian, reptile, antennae, insect, exoskeleton, joint, hinge joint, ball and socket, muscle, biceps and triceps, contract, relax

Subject Composite: Children become skeleton experts and present their findings on an animal category to the rest of the class drawing upon knowledge they have learnt

Impact: Children have a deeper understanding of human bodies and the functions of the different parts. Children use this knowledge to the way animals are formed and can talk confidently about a range of skeletons. They understand how muscles and joints work to create movement.



Art

Intent: Children will build on their understanding of colour mixing and will learn about complementary colours, tints, tones, and shades. They will explore the work of Yvonne Coomber.

Skills, and Knowledge:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of painting
- To learn about great artists

Sticky Knowledge:

- I can identify primary, secondary colours on a colour wheel.
- I know that complementary colours are opposite each other on the colour wheel
- I know that tints (colour + white), tones (colour + grey), and shades (colour + black)
- I know that you can blend colours to create striking images e.g sunsets

Key Vocabulary: primary colour, secondary colours, complementary colours, colour wheel, tints, tones, shades, blending, strokes, varied, contrast

Subject Composite: Children will create a final project inspired by the work of Yvonne Coomber, focusing on Cornish sunsets and wildflowers.

Impact: Children will have a developing understanding of the colour wheel and complementary colours and how they are used effectively. Children will be competent at mixing and blending colours to use within their art pieces.