



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.



Y3/4 Autumn 2

What was it like in Bronze Age Cornwall?

Linked Texts: Stone Age boy by Satoshi Kitamura
 Stonehenge by Mick Manning and Brita Grandstrom
 How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley
 Cave baby by Julia Donaldson
 The First Drawing by Mordicai Gerstein
 Stone, Bronze and Iron age by Sonia Newland

Trips and visits
Kressen Kernow,
Carwynnen Quoit
Christmas sleep over



Geography

Intent: Children are introduced to the idea that people have been living in Britain for a very long time. They will learn about key changes between Stone Age to Iron Age and will hone in to the Bronze Age. They will recognise similarities to modern day.

Skills, and Knowledge

Order events over a larger timescale
 Distinguish between facts and opinions and give reasons
 Pose own questions to gain an understanding of the topic
 Generate purposeful questions
 Question why something happened and how it impacted people
 Begin to think about the impact of historical events/people
 Use language specific to the topic accurately

Sticky Knowledge:

I know that prehistory is divided up into the Stone Age, Bronze Age and Iron Age
 The Stone Age (a period of time when humans used stone to make tools) covers a huge period of time - over 3 million years. In Britain, the Bronze age followed the Stone age and lasted for around 1500 years. It is the time period when bronze replaced stone as the preferred materials for making tools and weapons.
 People in the Bronze Age and Iron Age lived in roundhouses. These could be very large and would have housed many people.
 I know that there are remains in Cornwall that date back to the stone Age and give us clues as to how people live.

Key Vocabulary: Stone Age, Bronze Age, Iron Age, period, prehistoric, hunter gathers, nomadic, settlement, weapons, tools, round house, remains, monument,

Subject Composite: Have an Bronze Age day to celebrate our learning.

Impact: Children will have a good understanding of the timeline of prehistory and the different periods. Children will be able to orally share their learning.



Science Rocks

Intent: Children explore rocks by identifying, grouping and classifying a range of rocks. Children investigate rocks appearance. Children test rocks for hardness, whether they sink or float and whether acid causes a reaction.

Skills, and Knowledge:

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
 Working scientifically - making systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment
 Working scientifically - talk about criteria for grouping, sorting and classifying
 Working scientifically - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Sticky Knowledge:

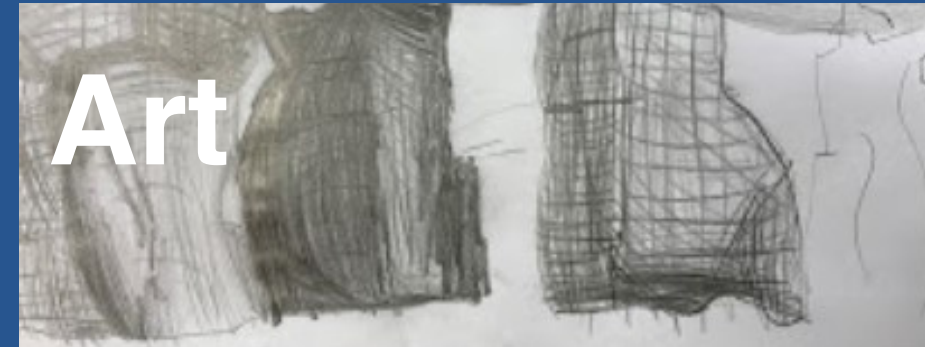
Rocks are natural materials that have different properties.
 Granite, pumice, sandstone, chalk, marble and gneiss are all types of rock
 Some rocks have grains, some have crystals and some have layers
 Some rocks are light and some are heavy
 Rocks are used as building materials and they can change over time.

Key Vocabulary: granite, pumice, sandstone, chalk, marble, gneiss
 crystals, grains, layers, texture, hardness, float, sink, brittle, reaction, texture, weathering

Subject Composite: Children investigate which rocks can be found in the local environment.

Impact: Children have a greater understanding of the world around them and understand that rocks have different properties and are used for different things.

Wild Tribe link: Art



Art

Intent: Children will develop both the technical skills and creative confidence when drawing using charcoal. Children will be encouraged to explore and master various charcoal techniques while fostering a deeper understanding of art.

Skills, and Knowledge:

Develop proficiency in using charcoal, experimenting with strokes, hatching, cross-hatching, blending, scumbling, and dotting.
 Create sketch books to record their observations and use them to review and revisit ideas.
 To use the language of art.

Sticky Knowledge:

I know that charcoal is different from pencils and crayons due to its texture, flexibility, and ability to create deep shadows.
 I know that charcoal can be manipulated using various tools (e.g., blending stumps, fingers) to create different effects
 I can name some techniques that can be used when drawing and explain the effect e.g. scumbling, cross hatch
 I can explain how light and shadow make a flat object appear 3D.

Key Vocabulary: charcoal, stroke, light stroke, hard stroke, short stroke, long stroke, hatching, cross hatching, blending, blending stump, scumbling, dotting (stippling), shading, texture, light and shadow

Subject Composite: Children to create a charcoal drawing of Carwynnen Quoit using the techniques they have gained in lessons.

Impact: Children will have a solid foundation in charcoal techniques, giving them greater control over their materials and the ability to apply these skills in future art projects.



Intent: Design, make and evaluate a mystery box (product) for their peers (user) to sell at the school fair (purpose).

Skills, and Knowledge Components Focus

Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.
 Explain their choice of materials according to functional properties and aesthetic qualities.
 ·Use finishing techniques suitable for the product they are creating.
 ·Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.
 Test and evaluate their own products against design criteria and the intended user and purpose.
 Develop and use knowledge of how to construct strong, stiff shell structures.
 Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.

Sticky Knowledge:

I know that in order to create 3D structure I need to use 2D shapes.
 I know that I need tabs on my net to ensure I can stick my shape together
 ·I know I can stiffen and strengthen sheet materials by laminating, corrugating or ribbing
 I know I can score my sheet material to make it easier to fold
 I know a shell structure is a hollow structure with a thin outer covering.

Key Vocabulary: shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype

Subject Composite: To make a mystery box to sell at the school fayre.

Impact: Children have an understanding of the design and make process for everyday items such as packaging. They build upon their designing, making and evaluating skills.