

<p>Topic: Immersion activity: Hook ~ Forest school activity (See English plan).</p> <p>Topic end point: Wyre Forest Trip</p>	<p>Key Texts: The Minpins</p>	<p>What will our children know at the end of the topic that they do not know now? The children will have a detailed knowledge of The Minpins. Using the forest as a stimulus, the children will gain an understating of the Geography of the UK including; Physical and human features, towns and cities. They will study landscapes in Art and design and make their own bread in DT. The history will be linked to the British Monarchy and the Georgian era.</p>	<p>Discrete subjects PE: Fitness / Tennis Yoga / Football Music: Mrs Mansfield RE: Mrs Mansfield PSHE&C: Team / Be Yourself (Y3) Think positive / One World (Y4) Computing: Big Robots (CS) / Get Blogging (Year 3) Back to the Future (CS) / Heroes (Year 4) Science: Changing States / Rocks and Soils</p>
<p>As Geographers we will: Develop the essential qualities and skills of young geographers through geographical knowledge and geographical enquiry relating to the physical and human environments of The United Kingdom (UK).</p> <p>Key Skills: Year 3:</p> <ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. • Use 4 compass points to follow/give directions: 	<p>As Historians we will: Develop a chronological understanding of the British Monarchy. We will also focus on life in the Georgian era to link with life in The Minpins.</p> <p>Key Skills Year 3:</p> <ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts • Find out about everyday lives of people in time studied • Compare with our life today • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research 	<p>As Design Technologists we will: Evaluate, design, make and re-evaluate Bread.</p> <p>Key Skills: Year 3:</p> <ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing • Select tools and techniques for making their product • Measure, mark out, cut, score and assemble components with more accuracy 	<p>As Artists we will: Learn about Landscape artists. And develop our own artistic skills to create our own landscape piece.</p> <p>Key Skills: Year 3:</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

<ul style="list-style-type: none"> • Use letter/no. co-ordinates to locate features on a map. • Begin to identify points on maps • Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs. <p>Year 4:</p> <ul style="list-style-type: none"> • 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 photos/pictures/ maps • Use 4 compass points well • Begin to use 8 compass points • Use letter/no. co-ordinates to locate features on a map confidently. • Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large scale map. • Begin to identify significant places and environments 	<p>Year 4:</p> <ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research • Recall, select and organise historical information • Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> • Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing to change things if this helps them improve their work • Demonstrate hygienic food preparation and storage • Evaluate their product against original design criteria e.g. how well it meets its intended purpose • Disassemble and evaluate familiar products <p>Year 4:</p> <ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs • Select appropriate tools and 	<ul style="list-style-type: none"> • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. • Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. • Use a variety of techniques • Experiment with a range of media e.g. overlapping, layering etc. • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. <p>Year 4:</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting
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<ul style="list-style-type: none"> • Use large and medium scale • OS maps. • Use junior atlases. • Use map sites on the internet. • Identify features on aerial/oblique photographs. 		<p>techniques for making their product</p> <ul style="list-style-type: none"> • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Evaluate their work both during and at the end of the assignment • Evaluate their products carrying out appropriate tests 	<p>points and select ideas to use in their work.</p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Collect visual information from a variety of sources, describing
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			<p>with vocabulary based on the visual and tactile elements.</p> <ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
<p><u>Key Vocabulary</u> United Kingdom, Great Britain Physical, Human Atlas England, Scotland, Wales, Northern Ireland County, City, Country Mountains, Rivers, Hills Seas, Coasts</p>	<p><u>Key Vocabulary</u> Chronology Monarch Royal Family Georgian Historical sources</p>	<p><u>Key Vocabulary</u> Market research Design, make and evaluate Food hygiene Design criteria Technique Prove, knead, bake, rise, flavour</p>	<p><u>Key Vocabulary</u> Viewfinder, perspective Constable, Turner, Monet Sketch Collage Tear, rip, cut Landscape</p>