

<p><b><u>Links to Prior Learning</u></b></p> <p>Bright Lights Big City, Paws, Claws and Whiskers, Street Detectives – human and physical features</p> <p>Towers, Tunnels and Turrets, Bright Lights Big City – structures (towers) and changes (to buildings in London)</p>	<p><b><u>Substantive Knowledge</u></b></p> <p>Human and physical characteristics of the UK and land use patterns  The water cycle  How a structure is strengthened  Name and locate key rivers in the UK/Europe/North and South America (Geography)  Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  Investigate the way in which water is transported within plants  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (growing broad beans/peas in March to observe) (Science)</p>	<p><b><u>Cultural Capital</u></b></p> <p>Book: A River, Wind in the Willows  Art: Monet, Turner  Music: River Flows in You (Yiruma)</p> <p>Understanding the natural world  Why it's important to look after our rivers  Famous landmarks</p>
<p><b><u>Key Questions</u></b></p> <p>Where does water come from?  Why do rivers go through cities?</p>	<p><b><u>Flow!</u></b></p> <p><b><u>Yrs 3/4</u></b></p>	<p><b><u>Key Vocabulary</u></b></p> <p>Evaporation, condensation  Precipitation, collection  Amazon, Thames etc  Time zones, prime/Greenwich  Land use  Strengthen, stiffen, reinforce  Roots, stems/trunks, leaves and flowers, pollination, seed dispersal  Plant requirements: Air, light, water, nutrients, room  Plants: Ivy, Elder Tree, Willow Tree, Thistle, Hawthorn, Dock, Silver birch</p>
<p><b><u>Throughout</u></b></p>	<p><b><u>Discrete</u></b></p> <p>PSHE - List several ways of saving money. Discuss how to make money and show enterprise.  French year 3 – unit 4 RE – Y3 Is a Jewish/Hindu child free to choose their beliefs? Multi faith unit RE – Y4 Salvation – What would Jesus do?  Computing – Yr 3 Creating media Desktop publishing Yr 4 - Audio Editing</p>	

<p><b><u>Maths Links</u></b>  Measure, compare, add and subtract: lengths (m/cm/mm); volume/capacity (l/ml) (measuring the depth etc. during river study). Year 4 to convert between measurements.  Year 4: interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Year 3: present data in tables.</p>	<p><b><u>English Links</u></b>  A river: poetry.  The Wind in the Willows: chronological reports.</p>
<p><b><u>DT tools and techniques</u></b>  Cutting, joining, pulleys and levers.  Year 3: Create a shell or frame structure using diagonal struts to strengthen.  Year 4: Prototype and build frame and shell structures, showing awareness of how to strengthen, stiffen and reinforce.</p>	<p><b><u>Art tools and techniques</u></b>  Water colour techniques to create water effects (Monet)</p>
<p><b><u>History knowledge to be remembered</u></b></p>	<p><b><u>Evaluation 2020/2021</u></b></p> <p>GREAT HOOK DAY! Children really enjoyed the ‘hands on’ element of it.</p> <p>Great English work, model texts worked well – children really enjoyed the visit from Mr Toad. Salmon Run poems – narrative style – really enjoyed this too.</p> <p>Geography land use patterns? Needs a little more work.  Improved atlas skills</p> <p>DT – building bridges – Truss and suspension bridges all worked well. Children showed good understanding of how to strengthen structures using triangles.  Draw bridges/pulley etc. missed learning.  Tools and techniques were covered although we missed part of the structural learning.</p> <p>ICT – collecting, analysing, presenting data –  Year 3 created tables to present their data from their planks hook day.  Year 4 – missed this learning</p>

