

Overbury First School
Britain from Above
Sheldon - Summer 2

COVERAGE: FACTUAL KNOWLEDGE Geography (Y3) I can locate the countries that make up the UK on a map. I can name the capital cities of the countries of the UK/ I can label key cities in the UK on a map. I can name the seas surrounding the UK. I can name some of the UK's main rivers. I can name the seas some rivers flow into. I can follow a river on a map to find where it starts and ends. I can explain what a county is. I can name some counties local to my area. I can find my county on a map. I can identify some counties local to my area on a map. I can use aerial photographs to recognise landmarks I can identify some physical features I can tell you the names of some areas of high ground in the UK. I can find areas of high ground on a map of the UK. I can use a legend to find areas of high ground on a map/ I can find the height of a peak on a map I can identify key human and physical features of London I can identify how and why these have changed over the years I can identify London on a map I can identify the location of the prime meridian I can describe how the UK population has changed over time I can describe how the UK population has changed over time. History I know who the Windrush Generation are I know about a single case study from this period I understand how sources can change our view of the past I can discuss how history can impact the present Design Technology Key Concept: Use local foods to make a dish. Problem/Challenge: How can we make the best dish using local food? <i>In this topic, children will gain first-hand experience of talking to the local chef and understanding what makes a great dish. They will find out about local foods and how these can be combined to make dishes that are healthy and appetising. They will have the opportunity to design their own dishes and their work will be judged by our resident chef.</i> Key technique: Drawing <i>Through Britain From Above children will use the works of a different artists and craftspeople to explore the differences and similarities in the art works. They will compare their own works to these artists. The children will review the work of Da Vinci in comparison to Julie Mehretu. They will look at Da Vinci's maps and make their own map of Britain, which they will review and evaluate.</i>	KEY LANGUAGE AND VOCABULARY: Location, Countries, Capitals, Overbury, physical features, maps, compass directions, orientation, bearings, symbols, key, human features, oceans, island, land mass, landscape, aerial photographs, landmarks, Edinburgh, Belfast, Cardiff, London, Avon, Severn, Thames, hill, river, lake, field, forest, mountains Christian Value of the Term: Truthfulness SMSC Picture News with British Values ENRICHMENT & PUPIL LEADERSHIP Outdoor Learning WOW Day Sports Day Diversity week Disability week Multi skills - Year 2	KNOWLEDGE AND FACT SHEET KEY QUESTIONS: 1. Name and locate the countries that make up the UK on a map 2. Name the capital cities of the countries of the UK 3. Explain what a county is and find your county on a map/ and identify some local counties (Year 3) 4. Name some areas of higher ground in the UK/ and find the height of a peak on a map (Year 3) 5. Find London on a world and UK map 6. Identify how some physical and human aspects of London have changed over time Maths - Measure English - Coming to England Coming to England - A story about the triumph of hope, love, and determination, Coming to England is the inspiring true story of Baroness Floella Benjamin: from Trinidad, to London as part of the Windrush generation, to the House of Lords. Science - Plants We are looking at flowering plants, how they grow and produce seed. We will be planting seeds and exploring the role of fruiting bodies in our food chain. ICT/Computing - Making Music
---	---	---

KEY PROCEDURAL KNOWLEDGE:

Geographical Enquiry

I can ask simple geographical questions; Where is it? What's it like?

Use NF books, stories, maps, pictures/photos and internet as sources of information.

I can 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

Direction/ Location

I can follow directions (as yr 1 and inc'. NSEW

I can start to use 8 compass points to follow/give directions:

I can use letter/no. co-ordinates to locate features on a map.)

Scale and distance

I can begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)

I can begin to match boundaries (E.g. find same boundary of a country on different scale maps).

Map Knowledge

I can locate and name on UK map major features e.g. London, River Thames, home location, seas

I can begin to identify points on maps A,B and C

Style of Map

I can find land/sea on globe

I can use an infant atlas and start to use a junior atlas

I can begin to use map sites on internet

I can begin to identify features on aerial/ oblique photos and use junior atlases.

Art and Design

Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint

Understand the basic use of a sketchbook and work out ideas for drawings

Draw for a sustained period of time from the figure and real objects, including single and grouped objects.

Experiment with the visual elements; line, shape, pattern and colour

Design Technology

Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint

Understand the basic use of a sketchbook and work out ideas for drawings

Draw for a sustained period of time from the figure and real objects, including single and grouped objects.

Experiment with the visual elements; line, shape, pattern and colour

Generate ideas by drawing on their own and other people's experiences

Identify a purpose for what they intend to design and make

Identify simple design criteria

Make simple drawings and label parts

Begin to select tools and materials; use vocab' to name and describe them

Measure, cut and score with some accuracy

Use hand tools safely and appropriately

Assemble, join and combine materials in order to make a product

Follow safe procedures for food safety and hygiene

Evaluate against their design criteria

Evaluate their products as they are developed, identifying strengths and possible changes they might make

Talk about their ideas, saying what they like and dislike about them

This term we will be exploring how music makes us feel and look at creating our own 'themed' music in Google Music Lab to paint a picture in someone's head.

RE - How and why do people try to make the world a better place?

How do we care for the world?

We will be looking at Islam, Judaism and Christianity and what their creation story tells them about how to care for the world.

We will be looking at how this impacts their actions as well as how people of no faith might also care for the world and why.

PSHE - Growing Up

In PSHE we will be looking at how we grow up and change over time.

We will be exploring how we get older and naming parts of the body.

French - Recap.

We will be recapping all our French from this year and using it in fuller and more complete sentences.

PE - Athletics

We will be looking at the core disciplines in athletics including, sprinting, jumping and throwing. We will be trying to create personal bests and playing fun games with these skills.

Music - Ukulele - We will be learning to play G7, C, D and E on the Ukulele and playing Dippy the Dinosaur and Coconuts. We will be listening to Holst and other theme music.