

## Topic Name: 100 years of Hindlip. Class and Year Groups: ORANGE CLASS Year 3/4 SUMMER 2

<p><b>SUCCESS CRITERIA:</b></p> <p><b>On the completion of this topic pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• make comparisons and notice differences between Hindlip First School now and in the past.</li> <li>• Be able to order significant events and changes on a time-line.</li> <li>• Use historical sources to support their investigation and know how these inform our knowledge of the past.</li> <li>• Use first hand experiences (talking to local residents, visits to significant local places) to understand more about the changes over the past 100 years.</li> </ul>	<p><b>KEY FOCUS AREAS:</b></p> <p><b>History</b> - Hindlip and the surrounding area over the past 100 years.</p> <p><b>Science</b> - Forces and Motion to include friction and gravity.</p>	<p><b>SYNOPSIS:</b></p> <ul style="list-style-type: none"> <li>• To use photographs, maps, school log book extracts to begin to ask questions about the local area in the past.</li> <li>• To compare OS maps/aerial maps and notice differences.</li> <li>• Create a timeline of significant events and changes.</li> <li>• Visit Hindlip Hall to learn first hand about the significance of this building to the area.</li> <li>• Visit the local area, create a map and compare to the street map in the past.</li> <li>• Participate in a 'memory cafe' asking residents from the local area about their memories and experiences of Hindlip Village and school.</li> <li>• Reflect on what we have learnt about our local area and how it has changed.</li> </ul>
<p style="text-align: center;"><b>TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</b></p> <p><b>Science: Forces &amp; Magnets</b></p> <ul style="list-style-type: none"> <li>· Compare how things move on different surfaces</li> <li>· Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>· Observe how magnets attract or repel each other and attract some materials and not others</li> <li>· Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>· Describe magnets as having two poles</li> <li>· Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• To develop an understanding of British and local history.</li> <li>• To understand how our knowledge of the past is constructed from a range of sources.</li> <li>• To evaluate a range of historical sources about the range of sources in answering historical questions. Understand how areas change and the significance of people in a wider historical context.</li> </ul>		<p><b>KEY VOCABULARY</b></p> <p>heritage, heritage trail, living memory, beyond living memory, source, area, district, village, county</p>
<p><b>KEY QUESTIONS:</b></p> <p>How has the area changed?          Where is this? Who is Lady Hindlip?          What significance does Hindlip Hall and Lady Hindlip have to the Hindlip Village?          How has the school changed?          How has the village changed?          How can we find out? What sources could we use?</p> <ul style="list-style-type: none"> <li>• How do we know if History is true?</li> </ul>		<p><b>OPPORTUNITIES FOR EXTENSION:</b></p> <ul style="list-style-type: none"> <li>• Visit The Hive/ Droitwich Heritage Centre to find out more information about the local area.</li> <li>• Talk to local people about how the area has changed.</li> <li>• Talk to older family members about what school was like for them in the past.</li> <li>• Find out how old your own house is and what may have been there before it was built. What is the history of the area where you live?</li> </ul>

<p><b>ENGLISH:</b>  <b>Key purpose for writing: Narrative /diary entries-</b> Good to be me, The Little Hen and The Great War  <b>Non-fiction</b> - Extracts from The History of Fernhill Heath  <b>Poetry- to perform:</b> The Adventures of Isabel  <b>READING Whole class KEY TEXT(S):</b>  The Wild Robot, Extracts from Wind in the Willows</p>	<p><b>MATHS Yr 3:</b>  <b>Time</b> - Tell and write the time from the analogue/digital 12, 24 hour and Roman Numeral clock, Estimate and read time to the nearest minute, Use vocabulary such as o'clock, am/pm, morning afternoon, noon and midnight, Compare durations of events.  <b>Statistics-</b> Tally charts, pictograms &amp; bar charts  <b>Mass &amp; Capacity-</b> estimate, measure, compare, add &amp; subtract mass and capacity.  End of year assessments</p> <p><b>Year 4:</b>  National Multiplication Check preparation,  Classifying triangles, naming and ordering angles, quadrilaterals, symmetry, position &amp; direction and statistics. End of year assessments</p>	<p><b>SMSC/BRITISH VALUES:</b></p> <p><b>British Values-</b>democracy, the rule of law, mutual respect, tolerance</p> <p><b>PSHE SCARF unit: Growing up</b></p> <p><b><u>Being My Best</u></b></p> <p>How do I make a difference? Safety in numbers, stereotypes, volunteering is cool, basic first aid.</p> <p>Year 4 extra unit - growing and changing - my feelings are all over the place - period positive - my changing body</p> <p><b>VALUE: PERSEVERANCE</b></p>
<p><b>D&amp;T</b>  <b>Design</b>  Use research and develop design criteria to inform the design of products that are fit for purpose generate, develop, model and communicate their ideas through discussion, annotated sketches,</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• Select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<p><b>ICT/COMPUTING:</b>  <u>Simulations, graphing, animations and Logo.</u></p> <ul style="list-style-type: none"> <li>• Children have solved a maths investigation.</li> <li>• Children can present the results in a range of graphical formats.</li> <li>• Children can use the sorting option to make analysis of their data easier.</li> <li>• Extension: Children can select most appropriate style of graph for their data and explain their reasoning.</li> <li>• Children can create 2Logo instructions to draw patterns of increasing complexity.</li> <li>• Children understand the pu and pd commands.</li> <li>• Children can write 2Logo instructions for a word of four letters.</li> <li>• Children can follow 2Logo code to predict the outcome.</li> <li>• Children can create shapes using the Repeat command.</li> <li>• Children can find the most efficient way to draw shapes.</li> </ul>	<p><b>MUSIC</b>  <b>To include a performance at The Three Counties Show, Church and Leavers Service:</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> </ul>

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

Science Targets: *As a scientist*

Geography Targets - *As a Geographer*

Art and Design Targets: *As a designer and technician*

**I can:**

- compare how different things move and group them
- raise questions and carry out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions;
- explore the strengths of different magnets and find a fair way to compare them
- sort materials into those that are magnetic and those that are not;
- look for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another
- identify how these properties make magnets useful in everyday items and suggesting creative uses for different magnets

**I can:**

- Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.
- Create a map of a short route experienced, with features in correct order;
- Make a simple scale drawing.
- Understand why a key is needed.
- Begin to recognise symbols on an OS map.
- Follow a route on a large scale map.
- Use large and medium scale OS maps.
- Use map sites on internet.
- Identify features on aerial/oblique photographs.

**I can:**

- 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 tools and techniques for making their product
- Measure, mark out, cut, score and assemble components with more accuracy
- Work safely and accurately with a range of simple tools
- Think about their ideas as they make progress and be willing change things if this helps them improve their work
- Measure, tape or pin, cut and join fabric with some accuracy
- Use finishing techniques strengthen and improve the appearance of their product using a range of equipment.

PE Targets: As an athlete/games player	MFL Targets: As a linguist	As a historian
<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• understand that strength, stamina, speed and suppleness can be improved to develop all-round health and fitness</li> <li>• suggest improvements to their own and other people's performances - suggest what needs practising - evaluate how they went about tackling tasks</li> <li>• understand and demonstrate the difference between sprinting and running for sustained periods</li> <li>• be able to run for a sustained period of time</li> <li>• know and demonstrate a range of throwing techniques</li> <li>• throw with some accuracy and power into a target area • perform a range of jumps, showing consistent technique (sometimes using a short run-up)</li> <li>• throw and catch with control to keep possession and advance up the pitch/court</li> <li>• be aware of space and use it to support team-mates and cause problems for the opposition</li> <li>• choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent.</li> <li>• know and use rules fairly to keep games going • use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy</li> <li>• choose and vary skills and tactics to suit the situation in a game</li> <li>• set up small games through knowing the rules, using them fairly to keep games going;</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• Understand a range of familiar spoken words and phrases</li> <li>• Say and/or repeat some words and short simple phrases</li> <li>• Recognises and read out some familiar words or phrases</li> <li>• Write or copy simple words and/or symbols correctly</li> <li>• Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• Place the time studied on a time line</li> <li>• Use dates and terms related to the study unit and passing of time</li> <li>• Sequence several events or artefacts</li> <li>• Use a range of sources to find out about a period Observe small details - artefacts, pictures</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library and internet for research</li> <li>• Find out about everyday lives of people in time studied • Compare with our life today Identify reasons for and results of people's actions</li> </ul> <p>Communicate my knowledge through:</p> <ul style="list-style-type: none"> <li>• Discussion,</li> <li>• Drawing pictures,</li> <li>• Drama/role play,</li> <li>• Making models,</li> <li>• Writing,</li> <li>• Using ICT.</li> </ul>