

**Topic:** Beneath our Feet (Europe)

**Term:** Autumn

**WOW Moment:**

Chn begin by making their own passport.

Have a few days set aside as they will all be travelling around Europe. Children can come in dressed as if they are going on their holiday and can each bring a holiday item. Each classroom will be set up as a different European city. Have different activities in different cities. Each class could have a map and say where they've been each stop. Could last a day or a few days and visit four different cities. Tell them they are going to keep a passport as a record of *their* journey, getting a stamp for every topic lesson they do.

*Paris, Barcelona, Pisa, London.*

*Paris* - Model activity, Eiffel tower. Making the Eiffel tower using newspaper and masking tape.

*Rome*- Italian food tasting. Pasta, pizza.

*Barcelona* - Focus on architecture by Gaudi. Sketching.

*London* - Fact files and research. Fact files on landmark templates.

*Which cities did you like the best? Which ones would you like to find more about? What do the children already know about Europe?*

**Additional creative hooks for the children:**

Photographs of the teachers around different places in Europe taken over the holidays.

**Whole class text:**

A Bear Called Paddington by Michael Bond

The Mousehole Cat by Antonia Barber.

**Parental Involvement Opportunities:**

Invite parents from other European countries to talk to the children about where they live.

Letter to parents about first topic in Autumn. Ask parents if they are away over the summer the children could find out some facts and take photographs to bring in in September.

English

Objectives

Poetry (shape, calligrams, nonsense)

Stories with familiar settings

Report writing

Chronological/ non-chronological reports

### **Recount**

Write a recount about a castle in Europe visit that they have learnt about.

What did they do there? Sightseeing? Food? What did they learn? Could be based on events from the WOW day.

### **Story**

Write a story about a place in Europe they are familiar with?

### **Non-Chronological Report**

Write a report about each European city they have travelled to.

### **Spellings**

Uses a range of prefixes and suffixes and understand how to add them correctly

Spells correctly a range of homophones

Places the possessive apostrophe accurately

Reads and writes some y3/y4 common exception words correctly

Consistently spell correctly words taught in KS1

Uses the first two or three letters of a word to check spellings in a dictionary

Can write sentences the teacher says, spelling words I have been taught correctly and including the correct punctuation

### **Handwriting**

Uses the diagonal and horizontal strokes that are needed to join letters

Understands which letters are best left unjoined when next to each other

Has increasingly legible and consistent quality handwriting

### **Composition**

Plan their writing

Discuss writing similar to what they are planning to write to help with structure, vocabulary and grammar

Draft and write by composing and rehearsing sentences orally, building up to a varied vocabulary

Uses an increasing range of sentence structure

Organises paragraphs around a theme

Creates settings, plots and characters in narrative and uses organisational devices in non-fiction

Proof reads own and others work, suggesting and making improvements

### **Vocab, grammar, punctuation**

Extends the range of sentences with more than one clause by using a wider range of conjunctions

Uses the present perfect form of verbs

Chooses nouns or pronouns for clarity and cohesion

Uses some conjunctions, adverbs and prepositions to express time and cause

Uses some fronted adverbials remembering to use commas after them

Shows possession by using the possessive apostrophe

Uses and punctuates direct speech

**English**

A Bear Called Paddington by Michael Bond

The Mousehole Cat by Antonia Barber.

**Word Reading**

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Comprehension**

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]



<p>Number: Multiplication &amp; Division</p>	<p>Estimate the answer to a calculation and use the inverse operations to check answers</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Count from 0 in multiples of 4 and 8</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental strategies and progress to formal written methods</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connect to <math>m</math> objectives</p>
<p><b><u>Science</u></b></p> <p>Animals including humans (stand alone)</p> <p>Light (stand alone)</p>	<p><b><u>Objectives</u></b></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p>

<p><b><u>Art</u></b>  Photography. Look at specialist London Irish photographer Rich McCor. He takes photographs of famous landmarks and transforms them with paper cut outs.  Artists who have produced artwork in European countries. E.g Antoni Gaudi in Barcelona.  Observational drawings of 2 artists who have done work based on Europe. One could be landscape and another a building.</p>	<p>Find patterns in the way that the size of shadows change</p> <p><b><u>Objectives</u></b>  Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing and sculpture</p> <p>About great artists, architects and designers in history</p> <p><b><u>Skills</u></b>  Is aware that there are famous or specialist photographers  Explores tone using different grades of pencils.  Compares and recreates form and shape to natural and made environments.</p>
<p><b><u>DT</u></b>  AOME - European food tasting. Creating a variety of European foods.  Evaluate their food.  Drawing and making their own mini landmark using newspaper - WOW day.</p>	<p><b><u>Objectives</u></b>  Understand and apply the principles of a healthy and varied diet  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p><b><u>Skills</u></b>  Cut materials accurately and safely by selecting appropriate tools.  Know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.  Measure and weigh ingredients appropriately.  Follow a recipe.</p>
<p><b><u>Geography</u></b>  Spanish week  Identify where in the world Europe is and find out interesting facts about it.</p>	<p><b><u>Objectives</u></b>  Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

Help children identify, name and locate a wide variety of European countries. Chn could use playdoh to make Europe. Use cocktail sticks to pinpoint the different cities. Use string to separate the coutries.  
 Find out about the features of some different European countries, including identifiable landmarks, national flags and languages.  
 Help your class identify the major capital cities of Europe and locate them on a map.  
 Explore the similarities and differences between two European capital cities. Physcial and human charactersistics.  
 Grid references and OS symbols - Stand alone  
 What's the weather like in different parts of Europe?

Locational knowledge: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Skills**

Locate the world's countries, using maps to focus on Europe (including Russia): envorinm-mental regions, key physical or human characteristics countries, and major cities  
 Understand geographical similarities and differences of human and physical geographical of a region of the UK and in a European country  
 Locate the worlds countries, using maps to focus on Europe concentrating on their environmental regions. Key physical or human characteristics, countries and major cities  
 Use a globe and maps and some OS symbols on maps to name geographical regions and identifying physical and human characteristics  
 Use atlases to find places using index/contents  
 Understand need for a key  
 Understand the purpose of maps. Begin to understand scale and distance on a map, using and applying mathematical skills  
 Identify differences between places.

**Music**  
 Charanga  
 Explore music from different countries. What are the similarities and differences?

**Objectives**

Listen with attention to detail and recall sounds with increasing aural memory  
 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

**Skills**

Sing with confidence using a wider vocal range  
 Sing in tune  
 Sing with awareness of pulse and control of

	<p>Rhythm  Recognise simple structures  Sing expressively with awareness and control at the expressive elements  Sing songs and create different vocal effects  Understand how mouth shapes can affect voice sounds  Internalise sounds by singing parts of a song 'in their heads'</p>
<p><b><u>Computing</u></b>  Internet safety   Spreadsheets</p>	<p><b><u>Objectives</u></b>  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><b><u>Skills</u></b>  Talk about what makes a secure password and why they are important  Protect my personal information when I do different things online  Talk about the different ways data can be organised  Search a ready-made database to answer questions  Collect data help me answer a question  Add to a database  Make a branching database  Use a data logger to monitor changes and can talk about the information collected</p>
<p><b><u>PE: - Stand alone</u></b>  Athletics and Handball          Gymnastics and Multi Skills</p>	<p><b><u>Objectives</u></b>  Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>

**R.E.- Stand alone follow Come and See programme**

Homes

Promises

Judaism

Visitors

**P4C**

Would you rather live in a built up city or a more rural area?

**End of topic celebration**

*Phase Learning Festival:* Trip to Chirk Castle in Wales.