



Local History Unit

Science: PLANTS

- 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.

CROSS CURRICULAR

- Turn data into a pictogram or block graph
- Choose an appropriate unit of measure to measure length / height of plants - solve problems involving conversions.
- Compare and order lengths of plants.
- Write instructions on how to care for plants
- Explanation on what plants need to live

Science: NUTRITION and SKELETONS

- Identify that animals, including humans, need the right types and amount of nutrition and they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

CROSS CURRICULAR

- Divide plate using fractions into healthy portions
- Create a tally and turn data into a pictogram or block graph about the amount of each food types which are eaten by Y3
- Write a persuasive leaflet on staying healthy
- Write an informational leaflet on the muscles of the body and how they work.

History: BRUNEL AND THE ROTHERHITHE TUNNEL

- Use OS maps to identify how Rotherhithe has changed over the last 200 years and give possible reasons why.
- Understand the importance of the Rotherhithe tunnel.
- Learn about the life of Brunel (see TES - Brunel biography)
- Learn about some of Brunel's main inventions
- Understand how the Rotherhithe tunnel eased the congestion of the River Thames.
- Understand how the tunnel was created.
- Know that both Marc and Islamabard brunel contributed to the design of the Rotherhithe tunnel.
- Understand what life was like building the tunnel.
- Learn about the different uses of the Rotherhithe tunnel.
- Know the different ways which railways impacted on Victorian life.

MATHS LINKS

- Solve word problems on the construction of the tunnel.
- Solve time problems about the tunnel.
- Measurement word problems about being in the tunnel.

TOPIC WRITING LINKS

- Write a simple biography about Brunel.
- Write an explanation of some of Brunel's designs.
- Write an invitation to the opening of the tunnel.
- Write a letter to a friend about working on the tunnel.
- Create a brochure about the tunnel.
- Write an advert for a fairground ride linked to the tunnel.
- Write a postcard from the seaside.
- Write a description of a train journey.
- Write a simple persuasive letter about why the tunnel should be built.

Geography: LOCAL FIELD STUDY

- Know the difference between human/physical features of a landscape.
- Use fieldwork to identify human features of Rotherhithe.
- Use fieldwork to identify physical features of Rotherhithe.
- Give reasons why human features have developed.
- Give reasons why human features are located where they are.
- Make sketch maps of the human and physical features of Rotherhithe and use grid references.
- Survey and create a graph of different types of river/entertainment/military/police/rescue service/transport/pleasure transport.
- Use digital photography to make a simple plan.
- Use a ruler to the nearest cm to measure the distance between the river and major landmarks and identify which is closest.
- Discuss the term 'As the crow flies'

MATHS LINKS:

- Create a map of Rotherhithe.
- Create charts and graphs about geographical features of the areas

TOPIC WRITING LINKS:

- Write a description of the river.
- Write a 'day in life of' from the perspective of someone who works on the river.
- Write a guide to Rotherhithe.
- Write a poem about Rotherhithe

Art: OBSERVATIONAL DRAWING (Drawing people - link into science 2nd half term)

- Make marks and lines with a wider range of drawing implements.
- Experiment with different grades of pencil and other implements to create lines and marks.
- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Begin to show an awareness of objects having a third dimension
- Experiment with different grades of pencil and other implements to achieve variations in tone.
- Apply tone to drawing in a simple way.

CHALLENGE ACTIVITIES FOR THE MORE ABLE:

D.T: CREATE A HEALTHY SANDWICH FOR A TUNNEL CONSTRUCTOR

- Know that there are a variety of sandwiches.
- Know that people have different preferences.
- Understand that food can be divided into different groups.
- Understand that different combinations of ingredients can affect the taste of sandwiches.
- Understand the importance of hygiene.
- Plan, make and evaluate a healthy sandwich.

CHALLENGE ACTIVITIES FOR THE MORE ABLE

- Give pupils challenges when designing a sandwich - e.g. it is for a vegetarian/vegan/ someone with specific challenges.
- Research how to create a super vitamin sandwich by researching different foods and the vitamins they contain.

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| <ul style="list-style-type: none"> • Use a wider range of implements to experiment with - charcoal, pen etc • Do a more detailed observations drawing of an object using understanding of the third dimension. • Use a variety of different techniques and tools they have learned and used for their final piece showing that they understand which are best to use for different parts of a drawing. | <ul style="list-style-type: none"> • Justify why choices were made. • Create healthy sandwich with a limited budget/set budget. |
| <ul style="list-style-type: none"> • Music: Play in ensemble contexts, using their voices and playing instruments with increasing accuracy. • Improvise music for a range of purposes using the interrelated dimensions of music. • Listen with attention to detail to sounds. • Appreciate and understand a wide range of high-quality live and recorded music. • Develop an understanding of the history of music. <p>Develop an understanding of the history of music.</p> | <p>P.E: games, athletics and dance (Please see Val Sabin scheme of work)</p> |
| <p>R.E: SEE AGREED SYLLABUS - Sikhism 1 and Sikhism 2</p> | |
| <p>Computing: Robots, controls and sensors</p> <ul style="list-style-type: none"> • Know about and describe simple stored programs in everyday devices and systems • Identify and explore sensors used in real world systems • Use a data logger to measure and record environmental data as part of science or geography topics • Plan and write a simple program to control a physical system (eg Lego) or robot <p>Identify and de-bug errors in their own/others code</p> | |
| <p>Entitlement and enrichment: Visit Brunel Museum, Rotherhithe woodlands, Greenwich foot tunnel, seaside trip from Rotherhithe as taken by Victorians; River Thames; Rotherhithe.</p> | |