



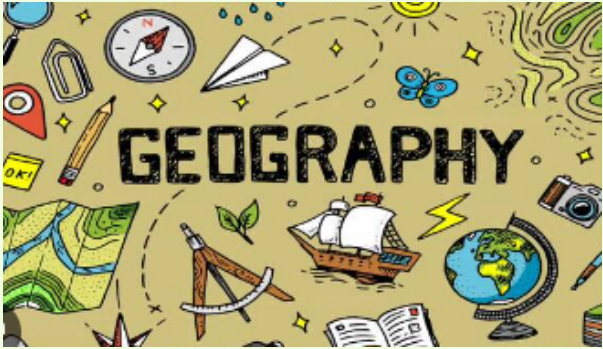
From the Sea to the City

Year 3 Spring 2024

Linked Texts: This Morning I Met a Whale by Michael Morpurgo, Charlotte’s Web by E.B. White, Big Book of the UK, Rivers of the United Kingdom, Info Buzz: The United Kingdom, Kate in London, Our King Charles, Paddington Bear.

Trips and Visits: Trip to St Ives

Topic Finale Composite: Trip to St Ives



Intent: Children will develop an improved geographical knowledge of the United Kingdom.

- Skills and Knowledge:**
- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom
 - They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
 - Locate countries, major cities and locate counties of the United Kingdom and identify some human and physical characteristics of a specific area.
 - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
 - Human geography, including: types of settlement.
 - Use maps, atlases and digital/computer mapping to locate countries and cities within the United Kingdom
 - Use the eight points of a compass to build their knowledge of the United Kingdom.

- Sticky Knowledge Facts:**
- I can name the Countries and Seas of the UK
 - I can locate Cornwall on a map and some key locations
 - To identify physical features on a map that include: rivers, landmarks and mountains in the UK
 - To identify human features on a map that include: settlements, railway tracks and roads in the UK
 - I know the points of a compass

Key Vocabulary: County, country, village, town, city, coastal, map, atlas, settlement, urban, rural, environment, population.

Subject Composite: Visit to St Ives

Impact: The children will be able to identify various human and physical geographical features of the UK.



Intent: Children will develop their understanding on how we safely see objects.

- Skills and Knowledge:**
- Recognise the need for light to see things and that dark is the absence of light
 - Notice that light is reflected from surfaces
 - Recognise how to protect eyes from the light of the sun
 - Recognise how shadows are formed and patterns in their size

- Sticky Knowledge:**
- I know that we need light to see thin I know that dark means there isn’t any light.
 - I know that light reflects off objects into our eyes to see them.
 - I know that shadows are formed when light from a light source is blocked by a solid (opaque) object.
 - I know that the closer the solid object is to the light source the bigger the shadow will be.

Key Vocabulary: light, light source, dark, reflective, reflection, reflect, ray, pupil, retina, shadow, opaque, translucent, transparent

Subject Composite: To write their own quiz to test each others knowledge.

Impact: Children understand how light helps them to see. They know how to keep themselves safe in the sun and can explain how shadows are made.



Intent: Children will explore magnetic forces.

- Skills and Knowledge:**
- Compare how things move on different surfaces
 - Notice that some forces need contact between two objects but magnetic forces can act at a distance
 - Observe how magnets attract and repel each other and attract some materials
 - Compare and group materials based on whether they are attracted to a magnet, identify magnetic materials

- Sticky Knowledge:**
- I know that magnets move two poles
 - I know which poles must face for two magnets to attract/repel
 - Know how to explain how different. objects move on different surfaces.
 - I know that some forces need contact between two objects but magnetic force can act at a distance
 - I know some materials that are magnetic and not magnetic

Key Vocabulary: push, pull magnets, magnetic, North Pole, South Pole, forces, materials, attract, repel, magnetic, non magnetic

Subject Composite: Children will undertake a range of scientific investigations including exploring strengths of different magnets in a fair way, sorting materials, carrying out tests to find out how far things move on different surfaces.

Impact: Children will have a clear understanding of magnetic forces and will be able to identify how these properties make magnets useful in everyday items and suggest creative uses for different magnets.



Intent: Children are introduced to how artists use textiles and sewing to make art. They will use cloth, paint and thread to explore colour and texture, creating imagery inspired by land and seascapes.

- Skills and Knowledge:**
- I have explored how artists combine media and use them in unusual ways to make art.
 - I can share my response to their work.
 - I can use my sketchbook to make visual notes capturing ideas that interest me.
 - I can use my sketchbook to test ideas and explore colour and mark making.
 - I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.
 - I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.
 - I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard.

- Sticky Knowledge:**
- Hannah Rae and Anna Kettle are artists that use textiles to create their art.
 - That artists can combine art and craft using painting and sewing together to make art.
 - That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.
 - That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.
 - That we don’t have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.

Key Vocabulary: mixed-media, textiles, hues, meadow.

Subject Composite: Create your own wild flower meadow using cloth, thread and paint.

Impact: Children can explore cloth, thread and paint to create their own artwork through exploration and experimenting to create their own visualisations.



Intent: Children will use the design, create, evaluate to make their own fabric Union Jack.

- Skills and Knowledge:**
- Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.
 - Produce annotated sketches, prototypes, final product sketches and pattern pieces
 - Plan the main stages of making.
 - Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.
 - Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.
 - Investigate a range of 3-D textile products relevant to the project.
 - Test their product against the original design criteria and with the intended user.
 - Take into account others’ views.

- Sticky Knowledge**
- I know that different materials have different qualities for use in textiles.
 - I know how to create pattern pieces for my design.
 - I know how to stitch using a needle and thread.

Vocabulary: seam, seam allowance, hem, template, pattern pieces, design criteria, annotate, evaluate.

Subject Composite: Children to make a Union Jack flag using textiles and the design, create and evaluate process.

Impact: Children will understand how to strengthen, stiffen and reinforce fabrics and how to securely join pieces of fabric together using patterns and seams.