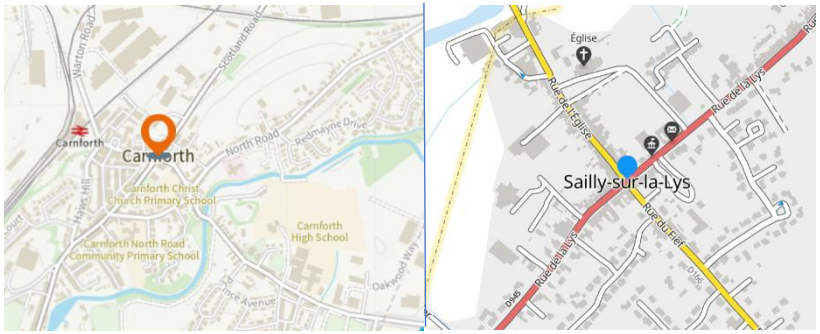
# Year 3&4: Twin Towns




## Essential Learning:

Enquiry Driver:

How can you travel to Carnforth? Are Carnforth and Sailly sur la Lys really twins?

By the end of this topic, you will have learned:

- To understand geographical similarities and differences through the study of human and physical geography of a region of Carnforth and Sailly-sur-la-Lys
- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Carnforth and Sailly-sur-la-Lys
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

### Process & Changes

Know that both primary and secondary sources of evidence show process and change

### Human Geography

Know, compare and describe some human geographical features in the wider world

### Physical Geography

Know, compare and describe some physical geographical features in the wider world

### Geographical Vocabulary

Know and understand key vocabulary related to geographical processes

### Locations and Environments

Know and understand the interrelationship between location and environment

### Similarities and Differences

Understand how and why some places and features are similar or different giving reasons

## Prior Learning:

The children completed a Local Area study and so know the local physical features including Warton Crag, River Keer, canal, estuary
Made by the Moon story about Morecambe Bay

## Curriculum enrichment:

Visit from somebody who has visited Sailly-sur-la-Lys

French day

**Key Vocabulary:** Compare, contrast, similarities, differences, human features, physical features, regions, United Kingdom,

## Unit Focus: Geography

**NC:**

Children should:

- Ask and respond to geographical questions and offer their own ideas
- Collect and record evidence and begin to offer explanations
- Investigate key aspects of human and physical geography
- Use appropriate geographical vocabulary to communicate their findings
- Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans
- Use secondary sources of information and ICT as part of investigations

**Key Questions:**

What do the symbols on an OS map mean? What symbols can you see on maps of Carnforth and Sailly-sur-la-Lys? What can we see that is similar and different about the towns? What is the land around in Carnforth used for – can we show it on a map? Can we make a presentation about Carnforth and Sailly-sur-la-Lys? What are the differences on maps of countryside, towns and cities?

**Sources of evidence:**

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of direct observation, maps, photographs, asking people who work to maintain rivers and waterways, digital resources and other materials. Google Earth also provides visualisation of areas and its street view application will take you right down to street level within a locality.

**Resources:**

**https://www.sailly.info/**

Detailed maps & routes to explore across the UK | OS Maps

Google Earth

Skills/National Curriculum Links

## History

## Art

Optional:
Landscape (Carnforth) art – swap with French school
OR
Look at French portrait artists and draw own portrait in similar style

## Science

**Electricity**

**NC:-** identify common appliances that run on electricity ♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ♣ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ♣ recognise some common conductors and insulators, and associate metals with being good conductors.

Pupils should be taught to:

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.
    - Electricity can be dangerous.
    - Electricity sources can be mains or battery.
    - Batteries ‘push’ electricity round a circuit and can make bulbs, buzzers and motors work.
    - Faults in circuits can be found by methodically testing connections.
    - Drawings, photographs and diagrams can be used to represent circuits (although standard symbols need not be introduced until UKS2).

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| Useful websites/resources: -<br>https://www.hamilton-trust.org.uk/science/year-4-science/electricity-its-electric/<br>https://www.twinkl.co.uk/resource/tp2-s-134-new-planit-science-y4-electricity-unit-pack<br>https://www.stem.org.uk/resources/community/collection/12388/year-4-electricity<br>https://www.tes.com/teaching-resource/electricity-it-s-electric-year-4-11088518<br>https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=4e<br><br>Electricity (Y4) \| PLAN (planassessment.com)<br><br>PLAN primary science assessment resources (planassessment.com)<br>**Download this from Shared Drive for your unit** | |
| DT | Music |
| Transport animation using 3D transport models<br>https://www.animationnation.co.uk/ - animation workshop.<br>https://www.tes.com/teaching-resource/dt-mechanisms-wheels-and-axles-making-12655244 | Linked to topic:<br><br>- Begin to sing in tune expressively with an awareness of beat and rhythm<br>- Sing a wide variety of songs, pitch-matching with accuracy and control.<br><br>French songs – Frere Jacques;<br>alouette, gentille alouette<br>Au Clair de la lune<br>Tete, epaules, genoux, pieds (head, shoulders, knees & toes – youtube) |

# MAKING A CHASSIS

## INTRODUCTION

The chassis is the main frame of the car. It connects to the axles and supports the body of the car.

Using tech card is perhaps the easiest way of making a chassis. Simply fold up the card into a box shape. The axles can then be fed through the axle holders (the holes).

Another method is to create your own box shape using cardboard. You can then create your own axle holders (using the ends of scissors or a hole punch).

Alternatively, you may create a flat chassis (shown on the right) – this is made by attaching a flat piece of cardboard to two tube holders. The axles can then be fed through the tube holders.

https://www.youtube.com/watch?v=-iL3-eTwWBw

**Key teaching points and questions**

What is a moving vehicle?

What are the main parts of a moving vehicle?

How can I join wheels to an axle?

What finishing technique shall I use?

My design

How I will make my design

What will I need?

My evaluation

I used these skills

Objectives:

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| •Identify what a moving vehicle is.<br><br>•Identify the main parts of a moving vehicle<br><br>•Design a moving vehicle<br><br>•Make a moving vehicle<br><br>•Evaluate a design<br><br>•Identify the skills used to make a design.<br><br>Children should:<br>Design<br>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups<br>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br>Make<br>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br>Evaluate<br>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>Technical Knowledge<br>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | |
| Computing/ICT | PSHE |
| **Self-image and identity**<br>**NC:** Use technology responsibly, identify a range of ways to report concerns about contact, identify a range of ways to report concerns about content, recognise acceptable/unacceptable behaviour. And understand the opportunities computer networks offer for communication. | Settling In – 8 lessons<br>Value – Respect<br>English Links - (Y3/4 National Curriculum) *Draft and write by organising paragraphs around a theme; Draft and write in non-* |

**Pupils should be taught to: -**

- Use technology responsibly.
- To create appropriate passwords.
- Keep passwords and personal data safe.
- Recognise acceptable behaviour.
- Recognise unacceptable behaviour.
- Be able to create a 'secure' password, e.g., combination of letters, symbols and numbers in accordance with the school's online safety policies and procedures /AUP.

Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.

https://projectevolve.co.uk/about/?gclid=EAIaIQobChMIk83Noa3L-AIVVIFQBh0YZAfSEAAYASAAEgJwxfD_BwE

**Health, wellbeing and lifestyle**

- **NC:-** Use technology responsibly.
- Identify a range of ways to report concerns about contact.
- Identify a range of ways to report concerns about content.
- Recognise acceptable/unacceptable behaviour.

Understand the opportunities computer networks offer for communication.

**Pupils should be taught to:-**

- Use technology responsibly.
- To create appropriate passwords.
- Keep passwords and personal data safe.
- Recognise acceptable behaviour.
- Recognise unacceptable behaviour.
- Be able to create a 'secure' password, e.g. combination of letters, symbols and numbers in accordance with the school's eSafety policies and procedures /AUP.
- Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.

*narrative material by using simple organisational devices [for example, headings and sub-headings].*

As a rule (Y3)

LO: Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. (Statutory)

Tangram team challenge (Y3)

LO: Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success.

Respect and challenge (Y3)

LO: Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. (Statutory)

Top talents (Y3)

LO: Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class.

My community (Y3)

LO: Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. (Statutory)

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| | Looking after our special people (Y3)<br><br>LO: Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. (Statutory)<br><br>The people we share our world with (Y4) (Value Link)<br><br>LO: List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word *respect* and demonstrate ways of showing respect to others' differences. (Statutory)<br><br>How do we make a difference? (Y4)<br><br>LO: Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process. (Statutory) |
| R.E. | Cross-curricular Maths: |
| **Christianity (God)**<br><br>How (and why) have some people served God?<br><br>**Coverage:**<br>• Prophets<br>• Service to God<br>• Inspirational people | Position and Direction – describe co-ordinates on 2D grid.<br>**Revisit:**<br>**Y3, Spr 2, Week 3**<br>**Y2, Spr 2, Week 4** |
| English | |

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| **Writing Task 1: Narrative**<br>**Reading:** The Train to Impossible Places by P.G. Bell<br>Reading includes that first 3 chapters of the book<br>Vocab finding, synonyms<br>**Gathering Content:** Character profile information – role on the wall; hot seating etc<br>Shared short write about Suzy; short independent write about Fletch<br>Read to end of Chapter 3 and start to plot onto a story mountain<br>Short write – setting descriptions<br>**Writing:** Write the next chapter for the book<br>Train-to-Impossible-Places_Teachers-Notes.pdf<br>Year 4 Week 1 – Theme: The Train To Impossible Places (stpaulsprimaryschoolfarington.co.uk)<br><br>**Cross-curricular/Independent write:** Setting description Carnforth/Sailly | **Writing Task 2: Letters**<br>**Possible Texts:** Day the Crayons Quit or The Train to Impossible Places<br>**Reading:** Think about different ways of communicating; look at the differences between text messages, emails and letters.<br>Look at examples of letters and complete similarities and differences table to compare and identify features.<br>**Gathering Content:** Discuss ways of describing things in letters that really help you visualise what the writer is talking about – noun phrases, adverbials<br>Highlight features in examples of the letters from the book<br>**Modelled/scaffolded writing:** Write a letter from another crayon<br>**Independent writing:** Write a letter using correct formal layout to a child in a school in Sailly-sur-la-Lys – could be explaining their school day – with maybe some French...<br>If a connection has been made with a school in Sailly-sur-la-Lys, the letters could be sent to the school. Emails could also be exchanged as a shorter writing opportunity. |
| **Global Links:** Link with twin town in France | **Local links:** |