No place like home

History

Changes to local area and Transport

How did early transport hold back developments in the locality?

What was the High Street like before?

How has the High Street changed?

What was in these shops before?

What was it like to shop for food?

Why were improvements made to transport in the locality?

How were my goods packaged or stored?

How did I pay for my purchases?

How much difference did these improvements in transport make to the local area?

English

Novel as a theme: Ottoline and the Yellow Cat – Chris Riddell

Non-fiction

Persuasive letters – local council planning

Taking Flight - Treasure Literacy Shed

The Princess and the pea by Lauren Child



Geography: The local area

Can I locate my local area? How does it fit in with other places, near and far?

What is special about my local area?

What can I find out about from a walk in my local area?

How can we make a map to show what we have found out about the local area?

How has this place changed over time?

How might this place change in future?

Maths

Year 3

Unit 8 Fractions (1)

Unit 9 Mass

Unit 10 Capacity

Year 4

Unit 8 Fractions (1)

Unit 9 Fractions (2)

Unit 10 Decimals (1)

Computing

Teach computing: 3:4

Data and Information - branching databases

MFL

Unit 4 Les animaux

PSHE and RSE

RSE: Y3 strand- How we live in love - emotional focus

Online Safety: Online bullying and managing information online

PSHE: What makes a community?

British Values: Mutual respect

Music

Sharing Musical Experiences:

How does music help us get to know our community

PE

Dance

Health & Wellbeing





Geography in the Outdoors

Map & Compass Skills - **School Grounds Orienteering:** Create a scaled map of the school perimeter. Use compass points (N, S, E, W) and 4-point grids. Hide "treasure" and challenge pupils to locate specific waypoints using only a compass or a basic GPS app.
Route Mapping: Take a walk along a local route (e.g., passing the High Street or the Canal). Have pupils use clipboards to map their journey and create a key of the physical and human features they observe.
Human & Physical Geography - **Land Use Survey:** Walk to town center or a residential street. Tally the different types of buildings (residential, retail, leisure, industrial). Discuss why the village/town center is located where it is and how land is utilized.
Traffic Tallying: Set up a safe vantage point on a local road. Tally different modes of transport to investigate traffic congestion and discuss the environmental impact of human travel choices.
Environmental & River Studies - **Canal Fieldwork:** Walk to a nearby stretch of the Canal. Measure the physical features of the canal, test water quality, or observe how the towpath is used by humans versus local wildlife habitats.
Tree & Minibeast Identification: Use the natural spaces around Burscough to compare native woodland plants. Count species diversity and compare local environment to global biomes like tropical rainforests.

Design Tech: Textiles

Investigate & evaluate

Investigate, analyse and evaluate books and other products which have a range of lever and linkage mechanisms. Draw and annotate sketches with key vocabulary for mechanism and how it works. Use questions to develop children's understanding

Focused practical tasks

Demonstrate a range of lever and linkage mechanisms, explore and sample range of skills to make moving parts Use questions to develop children's understanding of key vocab: *Lever, linkage, input, output, fixed pivots, loose pivots?* Demonstrate correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques. Develop their knowledge and skills by replicating one or more of the teaching aids.

Design, Make, Evaluate

Develop a design brief which is authentic and meaningful. Chn to generate a range of ideas. Agree design criteria to guide development and evaluation of the final products. Using annotated sketches & prototypes, chn to develop, model and communicate their ideas. Consider the main stages in making before assembling high quality products, drawing on the knowledge, understanding and skills learnt through IEAs and FTs. Evaluate the final products against the intended purpose and intended user, drawing on design criteria previously agreed.

Science: Light

Identify the difference between light sources and non light sources

Explore the light that comes from the sun and how to stay safe

Explore materials which are reflective

Discover how shadows are formed

Investigate how shadows change throughout the day

Investigate how you can change the size of a shadow