

**Exploring Europe**

**Pendower Class**

**Essential Knowledge**

By the end of this unit the children will …

* Locate on a map- Human and physical characteristics of Europe (including Russia).
* Study geographical similarities and differences between countries in Europe.
* Compare features from one small area of the UK to geographical features of 1 chosen country.
* Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe.

**Nurture**

* **Thinking about variation in people’s lives.**
* **The impact of opportunities and location**
* **Sharing knowledge and listening to one another.**

**Engage**

* **Enjoying working collaboratively to create a shared outcome.**
* **Gaining knowledge about other Countries.**
* **Building up to Christmas by looking at the differences between different countries’ Christmas traditions.**

**Thrive**

* **Gaining wisdom through experience.**
* **Working as a team**
* **Sharing opportunities and ideas to move learning forward as a class.**

**Topic Celebration**

**Whole class map**

As a class we will be creating an interactive map of Europe showing the places that we have learnt about, what we have learnt and how it relates to the lives of people in those Countries, particularly at Christmas time.

****

**History & Geography**

* Locate European Countries on the map.
* Have a working knowledge of the flags and capital cities of selected European Countries.
* Compare statistics for Countries in Europe.
* Compare the human and physical features of Countries in Europe.

**Art and Design & Design and Technology**

* Explore stitching
* Traditional European cooking
* Creating landscapes to show differing human/ natural features.

**Writing**

* Write explanation texts relating to the different areas of Europe learnt about.
* Write comparison texts to compare traditions and cultures.
* Become fluent in using correct punctuation and grammar when writing and recognising if we haven’t.
* Use spelling rules taught in our everyday writing

**Spiritual**

* What is it like for someone to follow God?
* Associated learning around Christmas celebrations.

**Moral**

* Be understanding about the way that people from different countries live and the associated similarities and differences.

**Mathematics**

* **Multiplication and Division**

Children will be building on the elements of multiplication and division completed in the previous year group, to move their learning forward and extend understanding.

Children will be encouraged to use manipulatives to represent their workings, moving towards pictures and then the abstract form.

Alongside this, fluency will be continued to be developed in all areas of Mathematics.

**Exploring Europe – Theme Content**

**Core Subjects**

**Personal Development**

**Foundation Subjects**

**Cultural**

* What does culture mean?
* What elements of culture are similar or different across Europe?
* How does culture and tradition impact on the way that people live their lives.

**Social**

* Collaborative working to include working well in a team and understanding what good team work means.
* Listening and sharing ideas in an open, non-threatening environment.

**Computing**

* Use Scratch website to make a program, building up in small steps each week until children feel confident to create their own ‘Christmas themed’ game/ program.

**Music & Physical Education**

* Perform musical ensembles that we have composed ourselves, as well as using pre written formats.
* Use a range of movement types for effect in game and performance situations.

**Science**

* Classify rocks.
* Describe the properties of types of rock.
* Describe how fossils are formed.
* Understand how soils are formed from organic matter.

****

**Exploring Europe – Links to National Curriculum**

**Core Subjects**

**Foundation Subjects**

**Writing**

* Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing (Y2)
* Assesses the effectiveness of their own and others' writing and suggests improvements. (Y3)
* Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. (Y4)
* To spell using a combination of phonics, spelling patterns taught and common exception words learnt at their own level. (All years)

**Mathematics**

* calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs (Y2)
* solve one-step problems involving multiplication and division (Y2)
* recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (y3)
* solve problems, including missing number problems, involving multiplication and division (Y3)
* recall multiplication and division facts for multiplication tables up to 12 × 12 (Y4)
* use place value, known and derived facts to multiply and divide mentally (Y4)

**Science**

* identifying and classifying (Y2)
* Making systematic observations using simple equipment (Y3)
* gathering, recording, classifying and presenting data in a variety of ways (Y4)
* compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Y4)
* describe in simple terms how fossils are formed when things that have lived are trapped within rock (Y4)
* recognise that soils are made from rocks and organic matter (Y4)

**History & Geography**

* Know the 5 oceans and know the seven continents. (Y2)
* Locate on a map- Human and physical characteristics of Europe (including Russia). (Y4)
* Compare features from one small area of the UK to geographical features of 1 chosen country. (Y2)
* Study geographical similarities and differences between countries in Europe. (Y4)
* Use maps, atlases and globes to identify the UK and selected other countries. (Y2)
* Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe. (Y4)
* Answer simple questions relating to the topic. (Y2)
* Children pose own questions to gain an understanding of the topic. (Y3)
* Generate purposeful questions. (Y4)

**Art and Design & Design and Technology**

* Create and make designs with applique onto fabric. (Y4)
* Decorate fabric using different materials to finish. (Y4)
* Explore pattern through printing and stamping. (Y2)
* Variety of stitching techniques (running, stabbing) (Y3)
* Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures. (Y4)
* Choose, prepare and cook dishes using some cooking techniques. (Y2, 3, 4)
* Explore different ways of joining things together. (Y2, 3)

**Music & Physical Education**

* Perform in an ensemble with instructions from the leader. (Y2)
* Maintain a simple part within an ensemble. (Y3)
* Perform with control and awareness of what others are singing/ playing. (Y4)
* Travel at different speeds in a variety of ways. (Y2)
* Show changes of direction, speed and level during a performance. (Y3)
* Plan, perform and repeat sequences. (Y4).

**Computing**

* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (2)
* create and debug simple programs (2)
* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller

parts (3, 4)