

Questions.

- Week 1: Natural Disasters! What are they?
- Week 2: What are the causes of volcanoes and earthquakes?
- Week 3: What makes the air spin?
- Week 4: How would you survive a flood?
- Week 5: What makes a fire wild?
- Week 6: Where would you build your house?

Texts: Ice Palace / The Firework Maker's Daughter

Writing outcomes:

Fiction: Personal Response Narrative Writing In Role
Description

Non Fiction: Information Instructions Persuasive

Maths

Number: fractions 4 weeks
Measurement: time 2 weeks

Science: Electricity

- Identify common appliances that run on electricity.
- Create a simple series circuit, identifying and naming its basic parts.
- Recognise some common conductors and insulators and associate metals with being good conductors.
- 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 associate this with whether or not a lamp lights in a simple series circuit.

Computing

We Are Meteorologists—*Collect, enter, analyse and present data.*
UNCRC Articles: 13, 17, 29, 31.

Enrichment

- Volcano making
- Trip to Natural History Museum

Assessment Foci

Science: I can make systematic and careful observations and take accurate measurements using standard units using a range of equipment.

Geography: I can describe how volcanoes and earthquakes are formed.

Art: I can sculpt papier mache and other mouldable materials.

PSHE: I am learning to see things from someone else's point of view.

Computing: I can collect and present data.

Foundation Subjects Coverage

PE: *Tag Rugby:* play competitive games and apply basic principles suitable for attacking and defending.; vary tactics and adapt skills depending on what is happening in a game. *Gymnastics:* Begin to perform and link gymnastic sequences using the floor and apparatus; work in a controlled way; include change of speed and direction

UNCRC Articles: 13, 29, 31.

RE: understand and describe how people care for the environment; explain how humans damage the Earth; give examples for how we can care for the Earth and explain why it is important ; explain why some religious groups see it is their duty to care for the Earth.

UNCRC Articles: 2, 12, 13, 14, 30.

Geography: Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts and mountains; identify the position and significance of latitude, longitude and locate and name the Equator, Northern and Southern hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles, the prime/Greenwich Meridian and time zones (including day and night); describe how volcanoes are created; locate and name some of the world's most famous volcanoes; describe how earthquakes are created.

Music: Develop singing and ukulele skills; listen to music with attention to detail; identify and describe the different purposes of music; explain why silence is often needed and explain the effect it has. **UNCRC Articles:** 13, 29, 31.

Art: Develop skills in sculpture; sculpt papier mache and other mouldable materials. (linked to making a volcano) **UNCRC Articles:** 13, 29, 31.

PSHE/ British Values: Ups and Downs—recognising the benefits of friends and families; finding out about sources of help and support for individuals, families and groups; and considering the challenges and issues that can arise at home, at school between friends, and how they can be avoided, lessened, or resolved. **UNCRC Articles:** 2, 3, 12, 13, 14, 30, 42.

French: Family, role play, rhyming words and poetry

Read and understand short passages using familiar language; give answers to simple questions using a short phrase; name and describe people.

DT: understand and use electrical systems in their produces (e.g. incorporating switches, bulbs, buzzers and motors in circuit)

UNCRC Articles: 3, 28, 29, 31 are covered across all areas of school life.