

Muskham and Beyond

Key Vocabulary:

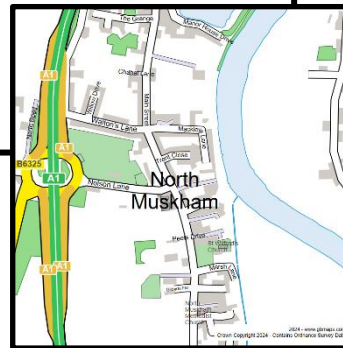
settlement
population
human features
physical features
fair test
variables
interpret

Home Learning ideas:

- Visit Nottingham and look out for all the human geographical features – shops, facilities and transport networks.
- Look for you home on google maps and create a sketch map.

Geography:

- Identify differences between a **village**, **town**, and **city**.
 - Use **OS maps** to identify symbols, features and land use in all three settlements.
 - Locate North Muskham, Newark and Nottingham on a range of maps.
 - Compare the **human** and **physical** geographical features of North Muskham, Newark and Nottingham.
 - Carry out fieldwork in North Muskham to observe, record and present human and physical geographical features.
- Use the scale bar on a map to estimate distances.
 - Use atlases, maps, globes and begin to use digital mapping to recognise and describe physical features and human features in countries studied.
 - Begin to locate features using the 8 points of a compass.
 - Make and use a simple route on a map.
 - Label some features on an aerial photograph and then locate these on an OS map of the same locality
- Confidently use and understand maps at more than one scale.
 - Use atlases, maps, globes and digital mapping to locate countries studied.
 - Use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
 - Locate Ordnance Survey features using six-figure grid references.
 - Accurately use 4 and 6-figure Grid References to locate features on a map in regions studied.
 - Identify the 8 compass points on an OS map.
 - Follow a short pre-prepared route on an OS map.



Key questions for this area of learning:

- How does North Muskham, Newark and Nottingham differ?
 - What is a cam?
- How do the properties of a material change when mixed?

Science:

Properties and changes of materials

- Give reasons, based upon evidence from comparative and fair tests for uses of everyday materials, including wood and plastic.
- Understand ways different mixtures can be separated.
- Identify which materials are soluble in water and investigate what affects the rates of solubility.
- Identify differences and similarities or changes related to simple scientific ideas and processes.
- Set up tests including fair tests, explaining why the test is fair using the language of variables.
- Use prior understanding to predict the outcome of investigations.
- Gather, record, classify and present data in various ways to help answer questions.
- Use straightforward scientific evidence to answer questions or support their findings.
- Begin to use and develop keys and other informational records to identify, classify and describe living things and materials.
- Begin to plan different types of scientific enquiries to answer questions and recognise when controlling variables is necessary.
- Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.
- Begin to report and present findings, including conclusions, causal relationships and explanations of the degree of trust in results.

Design and Technology

Making a moving toy using a cam mechanism:

Design, build and evaluate an automata.

- Develop a simple design specification to guide their thinking.
- Understand that mechanical systems have an input and an output.
- Develop and communicate ideas through discussion and annotated drawings.
- Select from and use a range of tools and equipment to make products that are fairly accurately assembled and well finished.
- Have a good understanding of how to strengthen and stiffen structures / mechanisms.
- Generate ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.
- Explore products online/in videos which use a Cam mechanism.
- Develop and communicate ideas through discussion and annotated drawings and drawings from different views.
- Be able to accurately make a frame to hold the mechanism and use strengthening technique to stabilise a frame.
- Consider the views of others to improve their work.



PE

Cricket:

- Run, jump and catch in combination.
- Catch a ball with good control.
- To understand the rules of cricket.
- Hit a ball towards a target.
- Use space when fielding to make it difficult for opponents.
- Participate in modified competitive games, showing good teamwork.
- Throw and bowl in different ways.
- Play a drive shot successfully.
- Play a block shot when appropriate.
- Stop a ball when fielding.
- Choose effective positions when fielding
- Participate in team games against others.

Athletics:

- Throw an object using both a pushing and pulling technique
- Combine different types of jumping.
- Run for distance.
- Run in races of varied distances
- Take part in athletic events.
- Perform competitively with others.
- Combine running and throwing.
- Practise combining different types of jumps
- Compete in short-distance and long-distance races.
- Combine running and jumping.
- Throw in different ways with accuracy and control.

Computing: Vector Drawings

- Recognise that vector drawings are made using shapes.
- Identify the shapes used to make a vector drawing.
- move, resize, and rotate objects I have duplicated.
- use the zoom tool to help me add detail to my drawings.
- Explain how alignment grids and resize handles can be used to improve consistency.
- Change the order of layers in a vector drawing.
- Create a vector drawing for a specific purpose.



Religious Education

Beliefs in action in the world:

How are religions and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?

- To know how religious architecture can express spiritual ideas.
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- To know how religious charities express spiritual ideas.
- To understand that religious art and religious symbols can express spiritual ideas.
- Discussion, gathering information from video, story, visual resources and where possible interviews or visits
- Consider how religious charities and architecture may be connected, thinking about dilemmas for themselves via discussion.
- Pupils will use information to address questions in discussion and writing, developing and using their ability to make sense of key concepts.

PSHE

Living in the Wider World – Money.

- Understand the role money plays in our lives.
- Know how to manage money and become a critical consumer.
- Understand that money can be borrowed but there are risks associated with this.
- Understand how people contribute to society and access services.