

# LIVING IN A WILD WORLD



## Year 4 knowledge

### Home Learning ideas:

- Make a model volcano.
- Take a virtual tour of the sites of famous volcanoes using Google Maps.
- Create a fact file about a famous volcano.

### Key questions for this area of learning:

- What is the Ring of Fire?
- Why do people live near volcanoes?
- What is the difference between solids, liquids and gases?

### Geography:

- Understand the structure of the Earth.
- Investigate the structure of a volcano.
- Understand what causes an earthquake.
- Locate the world's famous volcanoes and earthquakes using latitude and longitude.
- Consider how volcanoes effect settlements.
- 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.
- Find countries and features of countries in an atlas using contents and index.
- 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

## Year 5 knowledge



### Science:

#### States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases.

#### Properties and changes of materials

- Group materials together according to their properties and explain why materials are chosen for different purposes.
- 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.

## PE:

### Basketball

- Pass and send a ball in different ways and speeds.
- Move with the ball keeping it under control whilst changing direction.
- Shoot and score with some success.
- Find and use space well to keep possession.
- Work well as part of a team.
- Participate in games recognising good performances.
- Confidently pass the ball with accuracy.
- Move with the ball at speed.
- Mark, track, and cover when defending.
- Keep possession of the ball when faced with opponents.
- Work together as a team, showing good awareness of others.
- Apply some basic principles for attacking and defending in game situations.

### Football

- Stop the ball with my feet.
- Dribble the ball using my feet, both if possible.
- Tackle safely and effectively
- Pass the ball in different ways with increased accuracy.
- Shoot a football with success.
- Use tactics in games.
- Confidently pass accurately.
- Choose when to dribble, when to pass, and when to shoot.
- Defend in a team.
- Compete in small-sided games.
- Mark a player to stop them from getting the ball.
- Decide on ways to defend in games



## PSHE:

### Equality, Prejudice & Hate Crime

- Appreciate the range of national, regional, religious and ethnic identities in the UK
- Investigate the importance and influence of immigration
- Understand the nature and consequences of discrimination, teasing, bullying, and prejudiced based language
- Recognise that the media shapes and influences our ideas and that sometimes the information presented is biased
- Recognise and challenge stereotypes and understand why they are harmful

### Forced Marriage & Honour Based Abuse

- Know that some marriages are arranged by family members in some cultures/faiths

## Religious Education:

### Belief and the individual

- Understand why we have Pancake Day.
- Consider what Easter is.
- Understand about the events in Holy Week.
- Understand and explain the Easter story.
- Discuss what event matters most to Christians in their religion.
- Understand about Jesus dying on the cross and the resurrection.

**Pupils will use and develop skills of expressing understanding and handling varied perspectives Listening, discussion and self-expression skills including musical appreciation**

**Pupils will use information to address questions in discussion and writing, developing and using their ability to make sense of key concepts**

## French:

- Repeat and recognise the vocabulary for weather in French.
- Ask and say what the weather is like today.
- Create a French weather map.
- Describe the weather in different regions of France using a weather map with symbols.

## Art: Hokusai – The Wave

### Painting

- Confidently control the types of marks made with brushes.
- Manipulate depth of colour using water
- Use sketchbooks to develop ideas and test colours.
- Interpret the style of an artist in own work.
- Apply paint with intention, using knowledge of brushes, media, 3 dimensionality and style.
- Mix and match colours to create atmosphere and light effects.

