

Living in the Wild World

Key Vocabulary:

dormant
extinct
magma
fumarole
tectonic plates
fair test
variables
interpret
phenomenon

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.

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 physical and human features in countries studied.

Computing

Making a moving toy using a cam mechanism:

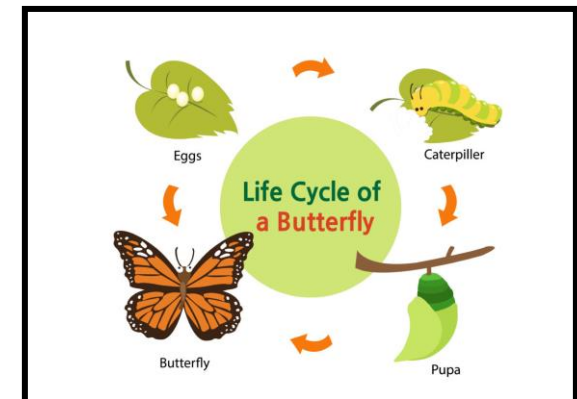
- Explain how selection is used in computer programs
- Relate that a conditional statement connects a condition to an outcome
- Explain how selection directs the flow of a program
- Design a program that uses selection
- Create a program that uses selection
- Evaluate my program
- Develop the use of count-controlled loops in a different programming environment
- Explain that in programming there are infinite loops and count-controlled loops
- Develop a design that includes two or more loops which run at the same time
- Modify an infinite loop in a given program
- Design a project that includes repetition.
- Create a project that includes repetition.

Key questions for this area of learning:

- What is the Ring of Fire?
 - What is a cam?
- How do animal life cycles differ?

Science

- Explain the seven life processes of living things.
- Recognise that living things can be grouped in various ways.
- Use classification keys to help group, identify and name a variety of living things.
- To explore living things in the local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Ask relevant questions and use different types of scientific enquiry to answer them.
- Identify differences and similarities or changes related to simple scientific ideas and processes.
- Gather, record, classify and present data in various ways to help answer questions.
- Begin to plan different types of scientific enquiries to answer questions.
- Begin to use and develop keys and other informational records to identify, classify and describe living things and materials.
- Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.
- Begin to decide how to record data from a choice of familiar approaches.



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, process and an output.**
- **Develop and communicate ideas through discussions and annotated drawings.**
- **Select from and use a range of tools and equipment to make products that 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 and to explain how parts move.**
- **Develop and communicate ideas through discussions and annotated drawings and drawings from different views.**
- **Be able to accurately make a frame to hold the mechanism and use strengthening techniques to stabilise a frame.**
- **Consider the views of others to improve their work.**



PSHE

Living in the Wider World – Money.

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



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.**

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.**