

In this topic children gain an understanding of volcanoes & earthquakes & are able to use atlases & maps more confidently. They will also develop a greater understanding of the different types of rocks & investigate magnetism.

History

Intent—To be able to recall facts learned in Term 3.

Prior Learning— To be able to identify how Britain changed from the Iron Age to 1066. There will be a focus on Knowledge acquisition.

Sequence of learning

In term 3 children learned to understand the different groups who invaded or settled in Britain before 1066. This term we plan to revisit this content through short quizzes and activities, as well as the Leitner System.

Next Steps— Historical knowledge will be revisited in Cycle A Term 1 when The Stone Age to Iron Age is studied in depth.

Impact

Children will have an understanding of chronology and can interpret the past from a range of sources.

Geography

Intent - to be able to develop locational knowledge & develop physical geographical knowledge through earthquakes & volcanoes.

Prior Learning— to be able to develop locational knowledge to locate oceans using maps.

Sequence of learning

Locates where earthquakes & volcanoes mostly occur. Notice patterns such as the Ring of Fire.
 What is a volcano? How do they occur? Find examples of marine volcanoes e.g. White Island.
 What is an earthquake? How do they occur?
 Earthquake drill.

Next Steps— locational knowledge & climates zones through investigating the Amazon in Cycle A.

Impact

Children will demonstrate a working knowledge of the where earthquakes/ volcanoes occur, spotting patterns. To be able to explain how volcanoes & earthquakes occur.

Science

Intent—to be able to understand that there are different rocks & know how magnets work.

Prior Learning— to be able to understand the components of & construct an electrical circuit.

Sequence of learning

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter.
- Compare how things move on different surfaces
- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having 2 poles
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

Next Steps— understanding the basic functions of the human body & understanding how sound is made & manipulated.

Impact

Children will be able to sort & describe rocks & fossils. They will also attraction & repulsion of different objects & magnets themselves.

Computing

Intent—to gain a greater understanding of desktop publishing and its purpose in the real world.

Prior Learning— to use a range of techniques to create a stop-frame animation using tablets & apply those skills to create an animation linked to English.

Sequence of learning

1. Words & Pictures.
2. Can you edit it?
3. Great template!
4. Can you add content?
5. Lay it out
6. Why desktop publishing

Next Steps— Learners will develop their understanding of what a branching database is and how to create one.

Impact

Children will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.

PSHE

Intent—to know how the community they live in functions fairly and collaboratively and to understand their place in it and the contribution they make.

Prior learning—In the previous term the children have looked at basic first aid including how to deal with bites and stings and how to call for help in an emergency.

Sequence of learning

- To understand the environmental benefits of recycling or reusing.
- To understand the groups which make up the community and look at the contributions they make.
- To begin to understand how democracy works in the local area.
- To understand why we have rules and the consequences of breaking rules at school and home.
- To begin to understand the UN convention on the rights of the child
- To begin to understand the Human Rights convention.

Impact

Children will explore the ideas behind democracy and be able to talk about how the Parish council and school governing body help to run our community. They will help set up recycling stations in school and spread the message about its importance.

Class Residential to Camp Kernow.

Art

Intent— To be able to explore two of the formal elements of art: shape and tone.

Prior Learning— The children have explored different techniques such as weaving & tie-dying to be used with materials which can then be applied to any project.

Sequence of learning

1. Shape 1: Seeing simple shapes.
2. Shape 2: Geometry.
3. Shape 3: Working with wire.
4. Tone 1: The 4 rules of shading.
5. Tone 2: Shading from light to dark.

Next steps— we will move on to look at Art & Design skills in term 6 developing: design, drawing, craft, painting skills – creating an optical illusion print.

Impact

Children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark.

D & T

Intent—

None this term.

Music

None taught this term

RE

Intent—to find out what the Trinity is and why it is important to Christians.

Prior learning—children have some understanding of the origins of Christianity and know about the birth of Jesus. They have looked at the Gospels and the idea of Baptism as a new beginning.

Sequence of learning

Introduce the Trinity and the different roles that Christians believe that God has (father, son and the holy spirit)
 Look at Baptisms today, what is the difference between adults and babies and link back to the baptism of Jesus.
 Design a work of art that demonstrates their understanding of the Trinity (symbol for a new church)

Next steps— Children will go on to explore the Gospels further by investigating what sort of world Jesus wanted.

Impact

Children will know about the gospel, particularly baptism and trinity. They will understand how Christians show their beliefs on the Trinity and express how they think Christians believe God is like

Texts that match our topic

