

In this topic children gain an understanding of solids, liquids & gases and group material accordingly. They will be able to set up investigations to explore how materials change when they are heated or cooled and explore evaporation & condensation through the water cycle.



History

Geography

Science

Computing

PSHE

Intent—

Intent -

Intent— to develop an understanding of the states of matter.

Intent—to create media content involving identifying devices & understanding copyright implications.

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— To be able to develop an understanding of how people lived in Britain in prehistoric times and how & why his changed.

Prior Learning—

Prior Learning—

Prior Learning— to gain a greater understanding of the internet - what it is and how to be critical learners.

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

Sequence of learning

sequence of learning

Sequence of learning

Sequence of learning

None this half term.

None this half term.

1. Solids, liquids & gases.
2. Liquid investigation.
3. Using a thermometer.
4. Changes when heated or cooled.
5. The Water Cycle.
6. Evaporation Investigation— setting up a fair test.
7. Evaporation Investigation— carrying out an investigation.

1. Digital recording.
2. Recording sounds.
3. Creating a podcast.
4. Editing digital recordings.
5. Combining audio.
6. Evaluating podcasts.

- 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.

Next Steps— Historical knowledge will be revisited in Cycle B Term 1

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

Next Steps— In Cycle A Term 3, learners will develop an understanding of light and shadows.

Next Steps— Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns.

Next Steps—

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Children will understand how the states of matter can be manipulated depending on the material. They will be able to set up investigations to explore this.

Children will become familiar with input & output devices required to work with sound. They will be able to record audio of themselves, edit & evaluate it.

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.

Art

D & T

Music

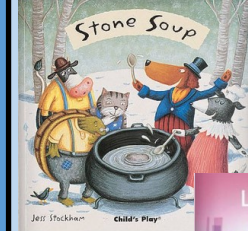
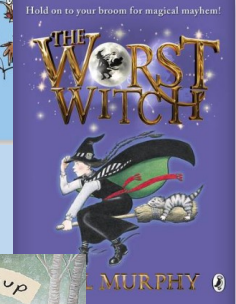
RE

Texts that match our topic

Intent—

Intent— to design a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect.

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



Prior Learning— to develop an understanding of prehistoric art using various styles & resources while considering the use of a colour palette.

Prior learning—

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.

None this term.

None taught this term

Sequence of learning

Sequence of learning

1. Exploring frame structures.
2. Designing a pavilion to house a precious potion.
3. Build a pavilion frame.
4. Add pavilion cladding.

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.

Next steps— Design, develop a program, house and promote a Micro:bit electronic charm to use in low-light conditions.

Next steps— Formal elements of art in the Summer term.

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Children will be able to build frame structures designed to support weight. They will also be able to select appropriate materials to build a strong structure and for the cladding.

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