

Science – Plants and Science Week (see science books)

Sc3/3.1 Rocks

Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
 Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock
 Sc3/3.1c recognise that soils are made from rocks and organic matter.

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|  | <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • recognise that soils are made from rocks and organic matter • describe in simple terms how fossils are formed when things that have lived are trapped within rock | |
|  | <ul style="list-style-type: none"> • To be able to set up simple comparative tests. | |
|  | <ul style="list-style-type: none"> • Use presentations to report on findings from enquiries and analyse the results | |

Art – The World Around us - Spring

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
 Ar2/1.3 learn about great artists, architects and designers in history.

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|  | <ul style="list-style-type: none"> • Encourage close observation of objects in both the natural and man-made world. | |
|  | <ul style="list-style-type: none"> • Discuss own work and that of other artists. • Begin to apply colour using dotting, scratching, splashing to imitate an artist. | |
|  | <ul style="list-style-type: none"> • I can evaluate and review my work with a peer, focusing on attention to detail. | |

Term 5

Vicious Volcanoes



Music – Rhythm

Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music
 Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory
 Mu2/1.4 use and understand staff and other musical notations

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|  | <p>I can find the pulse, the steady beat to the music they are listening to and understand what that means.</p> <p>I understand and show how pulse, rhythm and pitch fit together.</p> | |
|  | <p>I can clap/play simple rhythms/copy one or two note pitches confidently and create my own rhythm</p> <p>I have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p> | |
|  | <p>I can recognise and respond to simple rhythm notation in a short piece of music</p> | |

Geography – Volcanoes

Ge2/1.1 Locational Knowledge
 Ge2/1.1c Use correct terminology to describe a feature or location e.g. Northern hemisphere, Southern hemisphere, equator, tropics of cancer and Capricorn,
 Ge2/1.3 Human and Physical Geography
 Ge2/1.3a describe and understand key aspects of physical geography, including: volcanoes
 Ge2/1.4 Geographical Skills and Fieldwork
 Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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|  | <ul style="list-style-type: none"> • Draw maps more accurately to show the location of volcanoes around the world. • Use globes and maps at a range of scales including ICT to locate volcanoes around the world • Understand what tectonic plates are and what the 'ring of fire' is | |
|  | <ul style="list-style-type: none"> • explore what happens when a volcano erupts • explore the features of volcanoes • present your understanding of volcanoes to the class through a presentation | |
|  | <ul style="list-style-type: none"> • compare and contrast a volcanic area to a non-volcanic area; analyse your findings | |

R.E – Why are festivals important to religious communities?

PSHE – How to stay safe

Science – Rocks (See Science Book)

French – Family and Friends (See Big Book)