

GEOGRAPHY**TO INVESTIGATE PLACES**

Name and locate the countries of Europe and identify their main physical and human characteristics. Ask and answer geographical questions about physical and human characteristics of a location. Use a range of resources to identify the key physical and human features of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

TO INVESTIGATE PATTERNS

Describe geographical similarities and difference between countries. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Describe some of the characteristics of these geographical areas.

TO COMMUNICATE GEOGRAPHICALLY

Describe key aspects of physical geography: Volcanoes and earthquakes. Locate world's countries/Map skills/Compass –Grid referencing/use of Geographical sources

HISTORY**TO INVESTIGATE AND INTERPRET THE PAST**

Suggest suitable sources of evidence for historical enquiries.

TOPIC STATEMENT

We will explore different environments and ask whether climate has anything to do with settlement. We will find out what makes an environment 'extreme' and consider physical geographical features. We will use current events to help us understand how environments are changing.

POSSIBILITIES

What are your rights and responsibilities toward our environment?

ENQUIRY

(THAT LEADS US TO OUR GOLDEN THREADS POWER, EXPLORATION AND DISCOVERY)

What is an 'Extreme Environment'?

Is there a pattern to where they are?

How are humans and animals affected by their environments?

HOOK

Make A Volcano Explode Video

WOW

We the Curious

SIGNIFICANT PERSON/EVENT/PLACE

Sir Ernest Shackleton

SUGGESTED VOCABULARY

- Lava
- Fault
- Climate
- Temperate
- Dormant
- Sedimentary
- Igneous
- Metamorphic
- Tsunami
- Magma

LANGUAGES

SPEAK CONFIDENTLY
FRENCH

SPEAK CONFIDENTLY
Understand the main points from spoken passages
Ask others to repeat words of phrases if necessary
Ask and answer simple questions and talk about interests
Demonstrate a growing vocabulary
Describe with some interesting details some aspects of countries or communities where the language is spoken
Make comparisons between life in countries or communities where the language is spoken and this country

P.E

Games – OAA (x4 weeks)

Take part in outdoor and adventurous activity which challenges both individually and within a team
Enjoy communicating, collaborating and competing with each other

Games – Invasion (x5 weeks)

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
Develop an understanding of how to improve in different physical sports and learn how to evaluate and recognise their own success
Gymnastics (x5 weeks)
Develop flexibility, strength, technique, control and balance
Compare their performances with previous ones and demonstrate improvement to achieve their personal best

COMPUTING

TO CODE

Control - Use IF THEN conditions to control events or objects.

SOUND - Create and edit sounds. Control when they are heard, their volume, duration and rests

LOOKS - Set the appearance of objects and create sequences of changes

DRAW - Control the shade of pens.

EVENTS - Specify conditions to trigger events.

VARIABLES AND LISTS
Use variables to store a value. Use the functions define, set, change, show and hide to control the variables

SENSING - Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).

MOTION -
Use specified screen coordinates to control movement.

OPERATORS - Use the Reporter operators () + , - * / to perform calculations.

D.T

TO TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY

Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs

Disassemble products to understand how they work.

TO DESIGN, MAKE, EVALUATE AND IMPROVE

Refine work and techniques as work progresses, continually evaluating the product design.

TO MASTER PRACTICAL SKILLS MECHANICS

Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears

ELECTRICALS AND ELECTRONICS
Create series and parallel circuits

COMPUTING
Control and monitor models using software designed for this purpose.

ART

TO TAKE INSPIRATION FROM THE GREATS (CLASSIC AND MODERN) Create original pieces that are influenced by studies of others.

TO DEVELOP IDEAS
Adapt and refine ideas as they progress.

Develop ideas from starting points throughout the curriculum

MASTER TECHNIQUESSCULPTURE

Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
Include texture that conveys feelings, expression or movement.
Use clay and other mouldable materials.
Add materials to provide interesting detail.

PRINT

Make printing blocks (e.g. from coiled string glued to a block).
Make precise repeating patterns. Use layers of two or more colours.
Replicate patterns observed in natural or built environments.

MUSIC

TO PERFORM

Play notes on an instrument with care so that they are clear.
Perform with control and awareness of others.

TO COMPOSE.

Create repeated patterns with a range of instruments.
Create accompaniments for tunes.
Use drones as accompaniments.

TO TRANSCRIBE

Devise non-standard symbols to indicate when to play and rest.
Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

TO DESCRIBE MUSIC

Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

R.E

GLOUCESTERSHIRE AGREED SYLLABUS SEE SUB LEADER DIRECTION

Identify and describe the core beliefs and concepts studied. Make clear links between texts/sources of authority and the key concepts. Make simple links between stories, teachings and concepts and how people live, individually and in communities. Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. Describe how people show their beliefs in how they worship and in the way they live. Make links between some beliefs and practices and life in the world today, expressing some ideas of their own clearly. Give good reasons for the views they have and the connections they make. Identify some differences in how people put their beliefs into action. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.

PEOPLE OF GOD/CREATION

P.S.C.H.E

CAMBRIDGESHIRE SCHEME SEE SUB LEADER DIRECTIONYEAR 3

Myself and relationships: Working together, Communication, Participation and self-awareness

Myself and my relationships: Friendship and difference My Relationships and Valuing difference

YEAR 4

Myself and relationships: My emotions Emotional wellbeing

Myself and my relationships: Managing risk and change