

Rocks, Relics and Rumbles

Hook: Being a geologist, testing samples of different rocks to establish what they are, their properties and their uses.

Class Novel:
The Pebble in my Pocket, Meredith Hooper

Science

- Compare and group rocks based on their appearance, properties and uses.
- Describe simply how fossils are formed, using words, pictures or a model.
- Recognise that soils are made from rocks and organic matter.
- Investigate soils from the local environment, making comparisons and identifying features.

Geography

- Describe and understand key aspects of physical geography
- Name and describe the types, appearance and properties of rocks.
- Name and describe properties of the Earth's four layers.
- Describe the activity of plate tectonics.
- Locate the world's countries, using maps, concentrating on environmental regions and key physical characteristics and name and locate significant volcanoes and plate boundaries.
- Identify the position and significance of latitude, longitude and locate significant places.

RE – Do Murtis help Hindus understand God?

- Know the names of Brahma, Vishnu, Shiva and their consorts.
- Describe the characteristics of these deities and draw conclusions about the Hindu views of God.
- Learn stories such as how Ganesh got his elephant head.
- Know some of the symbols that are used for god (E.g. salt water, incense, pomegranate and aum).
- Know that Hindus choose which deities they wish to focus on, and that these may change at different times and occasions.

SCARF – Recognising feelings

- Demonstrate strategies for working on a collaborative task and define successful qualities of teamwork and collaboration.
- Explain what is meant by a 'positive, healthy relationship'
- Recognise times when we might need to say 'no' to a friend and describe appropriate strategies.
- Describe 'good' and 'not so good' feelings and how they can affect our physical state.
- Recognise that different people can have different feelings in the same situation.
- Demonstrate a range of feelings through their facial expressions and body language.
- Recognise that feelings might change once you have further information about someone or something.
- Give examples of strategies to respond to bullying.
- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

ART – Ammonites

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Use nature and natural forms as a starting point for artwork.
- Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.
- Make a two-colour print

French

- Identifying body parts
- Counting up to 31
- Identifying items of clothing
- Naming the months of the year
- Talking about birthdays
- Learn the names of playground games and ask questions about what people like to play.

Computing – Introducing the SMART rules

- Be able to understand that there are rules to keep you safe online.
- Be able to understand some of the risks of being online and understand that the SMART rules are designed to suggest changes to behaviour intended to keep you safe online.
- Be able to explain what each of the SMART rules means and why they are important.

Music

- To understand the term 'moderato'.
- To understand and use the time signature 4/4.
- To recognise and use the key signature C major.
- To recognise and use the notation minim, dotted crotchet, crotchet and quaver.
- To understand the length of each of the above in a 4/4 piece.

DEAR – Reading aloud –

- The Firework-Maker's Daughter, Philip Pullman (Modern Fairytale)

PE – Tag Rugby + Dance

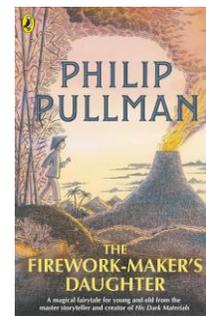
- Introduce moving with the ball, passing and receiving
- Introduce tagging
- Creating space when attacking
- Develop passing and moving
- Combine passing and moving to create attacking opportunities

- To respond to different stimuli being able to sustain our character whilst adding drama and emotion to the dance.
- To use their creative skills to create short sequences of movements representing spell creation.
- To link their movements together, in character, ensuring they flow.
- Develop characterisation by exploring good vs bad characters
- Explore the different types of movements and expression necessary to create a 'bad character.'
- To bring a story to a conclusion.
- Using characterisation, expression and creativity pupils will be able to finish the story through sequencing their movements

History

- Understand historical concepts such as continuity and change and devise or respond to historically valid questions about a significant historical figure (Mary Anning).
- Explain the cause and effect of a significant historical event (Pompeii).
- Make deductions and draw conclusions about the reliability of a historical source or artefact.

Mrs Dipple's book recommendation for this half term –



The Firework-Maker's Daughter, Philip Pullman

Lila longs to become a Firework-Maker like her father. Against his wishes, she runs away to the volcano, Mount Merapi, to find Royal Sulphur, a task all Firework-Makers must complete. Lila meets many challenges during her journey up the mountain. Her encounter with the Fire-Fiend determines once and for all whether she will become a Firework-Maker.