



VOLCANOES

In Geography, we will build on the children's knowledge of physical and human geography by learning about volcanoes and the effect they have on communities. The children will learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They will study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape. This will link to a study of rock, soils and fossils in Science. In Art & Design, the children will study the artist Frank Bowling and explore with paint, patterns and textures to create their own volcanic paintings.

An exciting topic introducing children to volcanoes all around the world

SUBJECT AREAS

GEOGRAPHY

- Locate some countries in Europe and North and South America using maps.
- Locate key physical features in countries studied including significant environmental regions.
- Locate the world's most significant mountain ranges on a map
- Locate where the world's volcanoes are on a map and identifying the 'Ring of Fire'.
- Describe how and why humans have responded in different ways to their local environments.
- Understand some of the causes of climate change.
- Describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur and where volcanoes, earthquakes and mountains are located globally.
- Describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.

MFL

- To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u,
- To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau
- To know that consonants at the end of words in French are not usually pronounced:
- To understand that every French noun is either masculine or feminine and that the gender affects the form of the indefinite article un or une
- To know that the pronoun ça means 'it'.
- Listen and respond to single words and short phrases and recognise some familiar French words in written form.
- Begin to understand and notice cognates and near cognates.
- Listen and repeat key phonemes with care.
- Repeat short phrases with increasing accuracy.
- Ask and/or answer simple questions and use short phrases to give information
- Experiment with simple writing, copying with accuracy.
- Show awareness of the capital city and identify some key cultural landmarks and works of art.
- To know that in French there are formal and informal greetings.

COMPUTING

Year 3:

To explain how digital devices function

- To identify input and output devices
- To recognise how digital devices can change the way we work
- To explain how a computer network can be used to share information
- To explore how digital devices can be connected
- To recognise the physical components of a network

Year 4:

- To describe how networks physically connect to other networks
- To recognise how networked devices make up the internet
- To outline how websites can be shared via the World Wide Web (WWW)
- To describe how content can be added and accessed on the World Wide Web (WWW)
- To recognise how the content of the WWW is created by people
- To evaluate the consequences of unreliable content

PHYSICAL EDUCATION

- To identify some muscle groups used in gymnastic activities
- To select and use the most appropriate skills, actions or ideas
- To move and use actions with co-ordination and control
- To select and use the most appropriate skills, actions or ideas
- To show good control in my movements
- Describe how their performance has improved over time
- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements
- To modify their use of skills or techniques to achieve a better result
- To explain how my work is similar and different from that of others
- To evaluate and improve dance/gym performances by recording and viewing their rehearsals
- To perform longer and more complex routines both with and without a partner that follow a theme on floor and along apparatus
- To adapt sequences to suit different types of apparatus and their partner's ability
- To work with a partner to create, repeat and improve a sequence with at least three phases
- To include changes of speed, level and direction in routines
- To combine action, balance, expression and shape
- To use equipment to vault in a variety of ways
- To carry out balances, recognising the position of their centre of gravity and how this affects the balance
- To develop strength, technique and flexibility throughout performances
- To run at fast, medium and slow speeds, changing speed and direction
- To run over a long distance

ART & DESIGN

Volcano painting inspired by different artists:

- Look at the work of an artist who uses gestural marks, layers of paint and texture
- Continue to build understanding that sketchbooks are places for personal experimentation
- Use sketchbooks to make visual notes to record ideas and processes discovered by looking at other artists
- Understand that paint acts differently on different surfaces
- Continue to develop paint mixing skills
- Learn how depth is created by varying the tones or colours
- Learn how colour has light and dark values
- Use texture for a desired effect
- Use evaluation to understand what they need to improve and that all artists do this.

RELIGIOUS EDUCATION

- Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.
- Identifying similarities and differences between and within religions and worldviews
- Explaining links between religious and non-religious practices and their significance.
- Developing the ability to use empathy to identify and understand the feelings of other
- Presenting different views thoughtfully and creatively, using evidence from learning

SCIENCE

- Set up simple practical enquiries, comparative and fair tests.
- Ask relevant questions and use different types of scientific enquiries to answer them.
- Make systematic and careful observations
- Gather, record, classify and present data in a variety of ways to help answer questions
- Report on findings from enquiries