



In this geography based topic, children will learn about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Ernest Shackleton. Mapwork will include grid references and compass points.

All about Antarctica

SUBJECT AREAS

SCIENCE

- To ask relevant questions
- To set up simple practical enquiries, comparative and fair tests
- To use the language of independent and control variables.
- To select information to support ideas
- To make accurate measurements using standard units, using a range of equipment, for example thermometers
- To use systematic/careful observations
- To link two variables to events
- To gather, record, classify and present data in a variety of ways to help in answering the question
- To record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables
- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

GEOGRAPHY

- To describe the location and physical features of Antarctica.
- To understand the term climate.
- Understand the northern and southern hemispheres experience seasons at different times.
- To understand the position and significance of lines of latitude and longitude.
- To describe the human features of Antarctica.
- To use four-figure grid references to plot Shackleton's route to Antarctica.
- To plan a simple route on a map using compass points.
- To follow instructions involving compass points and map a simple route.

Year 3 - Programming - Sequencing sounds

- To explore a new programming environment
- To identify that commands have an outcome
- To explain that a program has a start
- To recognise that a sequence of commands can have an order
- To change the appearance of my project
- To create a project from a task description

Year 4 - Programming - Repeating shapes

- To identify that accuracy in programming is important
- To create a program in a text-based language
- To explain what 'repeat' means
- To explain what 'repeat' means
- To decompose a task into small steps
- To create a program that uses count-controlled loops to produce a given outcome

- To listen and respond to single words and short phrases.
- To listen and notice rhyming words when joining in with songs.
- To begin to notice common spelling patterns.
- To read aloud some words from simple songs, stories and rhymes.
- To recognise some familiar French words in written form.
- To begin to understand and notice cognates and near cognates.
- To ask and/or answer simple questions.
- To use short phrases to give information.
- To recognise and repeat phrases from familiar rhymes and songs.
- To listen and repeat key phonemes with care.
- To recognise how intonation and gesture are used to differentiate between statements and questions.
- To experiment with simple writing, copying with accuracy.
- To discuss similarities and differences between customs and traditions in France and the UK.

- 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 evaluate and improve dance 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 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 develop strength, technique and flexibility throughout performances
- To know and follow rules fairly in a number of games
- To hit a ball accurately and with control
- To keep possession with some success when using equipment or using parts of their body
- To be aware of space and use it to support team mates and cause problems for the opposition
- To throw and catch with increasing control
- To vary tactics and adapt skills according to what is happening
- To choose the best tactics for attacking and defending

Is scripture central to religion?

- What do some people mean by revelation?
- To examine some key beliefs about scripture from the Jewish worldview.
- What's the difference between a scroll and a book?
- To explain how beliefs about the source of scripture may impact the value placed on it.
- How is scripture used by some Muslims?
- To make connections between beliefs about the Qur'an and the Hadith and how they are used.
- How are some scriptures both similar and different?
- To explore the ways some Christians view and use the Bible.

Working Together

- Recognising and Developing Strengths and Skills
- Developing Communication Skills
- Developing Group Work Skills
- Applying Communication and Group Work Skills
- Evaluation and Feedback Skills
- Processing the Learning