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| **Subjects** | **Objectives** | **Skills** | **Activities/ Tasks** |
| Geography | 3a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | **Geographical Enquiry*** Use NF books, stories, atlases, pictures/photos and internet as sources of information.
* Ask and respond to questions and offer their own ideas.
 | * Labelling the water cycle
* Make the water cycle in a bag
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| Science | 4.7) Compare and group materials together, according to whether they are solids, liquids or gases4.8) 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 (°C)4.9) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.**Working Scientifically**1) - Asking relevant questions and using different types of scientific enquiries to answer them3) - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers4) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions5) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables6) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions7) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions9) - Using straightforward scientific evidence to answer questions or to support their findings | **Asking Questions & Planning Enquiries*** Raise their own relevant questions about the world around them
* Should be given a range of scientific experiences including different types of science enquiries to answer questions.
* Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions.
* Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

**Testing, Measuring & Recording*** Set up simple practical enquiries, comparative and fair tests.
* Recognise when a simple fair test is necessary and help to decide how to set it up.
* Make systematic and careful observations.
* Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.
* Take accurate measurements using standard units.
* Learn how to use a range of (new) equipment, such as data loggers/thermometers appropriately.
* Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data.

**Concluding*** Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.
* With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.
* Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions.

**Evaluating*** With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.
 | * Compare and group materials together, according to whether they are solids, liquids or gases
	+ Ballooning around activity in green science book
	+ Sorting and grouping objects using own criteria then terms solids, liquids and 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 (°C)
	+ Look at the properties of particles in the 3 states (use role play activity)
	+ Investigate the 3 states of water
	+ Observe melting of butter, ice and chocolate and record time taken to melt to compare melting points
	+ Research different melting points and create bar charts to show results
* Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
	+ Investigate the 3 states of water
	+ Label the different parts of the water cycle
	+ Thinking Skills Collective Memory activity
	+ Create a water cycle in a bag on the window
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| Art | 1)To create sketch books to record their observations and use them to review and revisit ideas2) To improve their mastery of art and design techniques, including drawing, painting and texture3) Learn about great artists in history | **Exploring/ Evaluating and developing ideas*** Create sketch books to record their observations and use them to review and revisit ideas
* Select and record from observation, experience and imagination and explore ideas for different purposes
* Record and explore ideas using a variety of ways including digital cameras and iPads
* Question and make thoughtful observations about starting points and select ideas for use in their work
* Begin to use artistic/visual vocabulary to discuss work
* Experiment with a wider range of materials
* Think critically about their art and design work
* Plan, refine and alter their work as necessary

**Drawing*** Experiment with a range of pencil tones and lines using graded pencils
* Make initial sketches as a preparation for painting and other work
* Introduce the concepts of scale and proportion
* Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body

**Painting*** Begin to apply colour using dotting, scratching, splashing to imitate an artist
* Mix and match colours to those in a work of art
* Observe colours on hands and faces – mix flesh colours
* Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed

**Texture*** Tie dying, batik – ways of colouring or patterning material
* Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects
* Experiment with a range of media to overlap and layer creating textures, effects and colours.
 | * Watercolour sketches of Roald Dhal characters (YouTube video)
* Learn about Quentin Blake as an artist
* Tie dye t-shirts and tote bags (to be sold)
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| **English** |  | See progression of skills  | * Christmas recount
* Character description of Grandma
* Recipe for a marvellous medicine
* Persuasive advert/ For and against persuasive text
* The story written from Grandma’s point of view
* Poem
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