

Boarshaw Primary School

Autumn Term Topic Unit Pack

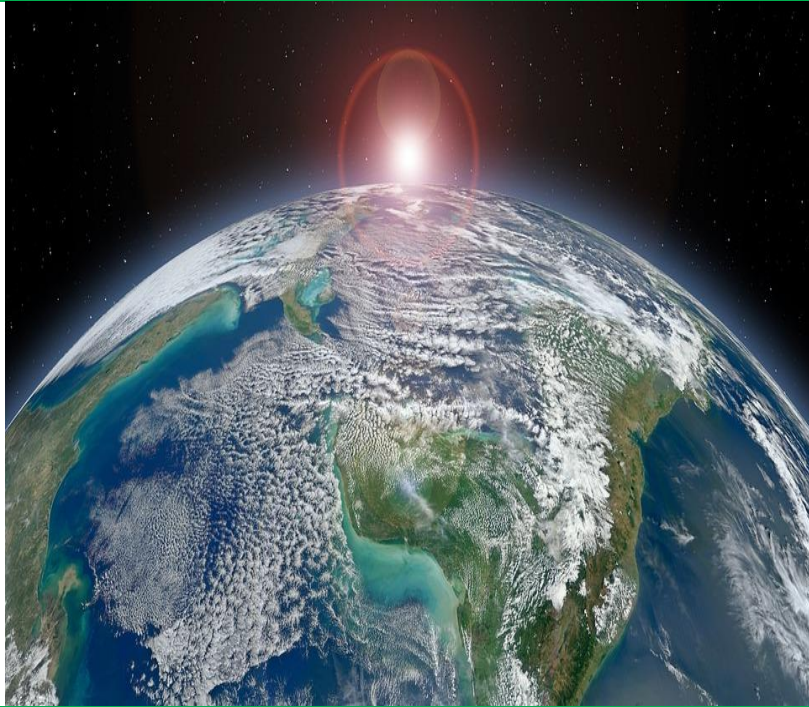


The Big Picture

This exciting topic will allow us to consider the incredible realities and epic fantasies of our wonderful world. We will be learning about the naturally beautiful features our world: From vicious volcanos, mountain peaks and stunning coastlines. We will also examine the life of the Aztecs and consider how some of their practices were even more incredible than any fantasy story. As book and film critics we will examine how authors make us believe in fantasy and almost the impossible.

Our Wonderful World

Boarshaw Primary School



Our Wonderful World

Essential Knowledge

By the end of this unit our pupils will know...

- The main mountain ranges of the UK and the world.
- How volcanoes are formed and what happens during an eruption.
- How to read and use an Ordnance Survey Map.

Launch

Virtual Reality Expedition Tour

Explore

**Study of the Topic
Volcanoes and
Mountains**

Energise

**Visit from
Mountain
Rescue**

Celebrate

**Pupils / Parent
Ramble to
Tandle Hill**

Our Wonderful World Year 4: Essential Skills and National Curriculum

Core Subjects

English		Maths		Science	
National Curriculum content:	How does it link to the theme?	National Curriculum content:	How does it link to the theme?	National Curriculum content:	How does it link to the theme?
<p>Pupils should be taught to:</p> <p>Word Reading</p> <ul style="list-style-type: none"> ☑ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ☑ read further exception words, noting the unusual <p>Pupils should be taught to:</p> <p>Comprehension</p> <ul style="list-style-type: none"> ☑ develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ☑ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Read the story of Peter Pan the reports about Scott of the Antarctic. Read a range of sources to discover the reasons why some animals are endangered.</p> <p>Use a range of sources to recall facts about Scott of the Antarctic's expedition. Use the school library and the internet to research an endangered animal.</p>	<p>Number: Place and Place Value</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> ☑ count in multiples of 6, 7, 9, 25 and 1000 ☑ find 1000 more or less than a given number ☑ count backwards through zero to include negative numbers ☑ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ☑ order and compare numbers beyond 1000 ☑ identify, represent and estimate numbers using different representations ☑ round any number to the nearest 10, 100 or 1000 ☑ solve number and practical problems that involve all of the above and with increasingly large positive numbers 	N/A	<p>Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ describe the simple functions of the basic parts of the digestive system in humans ☑ identify the different types of teeth in humans and their simple functions ☑ construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Sound</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ identify how sounds are made, associating some of them with something vibrating ☑ recognise that vibrations from sounds travel through a medium to the ear ☑ find patterns between the pitch of a sound and 	<p>This unit focuses on the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.</p> <p>This 'Sound' unit will teach your class about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made, carrying out demonstrations of vibrations, and</p>

<p> <input type="checkbox"/> asking questions to improve their understanding of a text <input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> predicting what might happen from details stated and implied <input type="checkbox"/> identifying main ideas drawn from more than one paragraph and summarising these <input type="checkbox"/> identifying how language, structure, and presentation contribute to meaning <input type="checkbox"/> retrieve and record information from non-fiction <input type="checkbox"/> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Spelling (see English Appendix 1) Pupils should be taught to: <input type="checkbox"/> use further prefixes and suffixes and understand how to add them (English Appendix 1) </p>	<p>All work to be check for spelling errors and pupils to use dictionaries to respond to marking.</p>	<p> multiplying by 0 and 1; dividing by 1; multiplying together three numbers <input type="checkbox"/> recognise and use factor pairs and commutativity in mental calculations <input type="checkbox"/> multiply two-digit and three-digit numbers by a one-digit number using formal written layout <input type="checkbox"/> solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Measurement: Pupils should be taught to: <input type="checkbox"/> Convert between different units of measure [for example, kilometre to metre; hour to minute] <input type="checkbox"/> measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres <input type="checkbox"/> find the area of rectilinear shapes by counting squares <input type="checkbox"/> estimate, compare and calculate different measures, including </p>	<p>N/A</p>		
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<p>☑ spell further homophones</p> <p>☑ spell words that are often misspelt (English Appendix 1)</p> <p>☑ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>☑ use the first two or three letters of a word to check its spelling in a dictionary</p> <p>☑ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Handwriting Pupils should be taught to:</p> <p>☑ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>☑ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the</p>	<p>Pupils work to check for correct formation of ascenders, descenders and letter formation errors. Pupils to use purple pen to respond to any marking</p>	<p>money in pounds and pence</p> <p>☑ read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>☑ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p><u>Geometry: Properties of shape</u></p> <p>Pupils should be taught to:</p> <p>☑ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>☑ identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>☑ identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>☑ complete a simple symmetric figure with respect to a specific line of symmetry.</p>	<p>N/A</p>		
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ascenders and descenders of letters do not touch.

Writing Composition

Pupils should be taught to:

- ☑ plan their writing by:
- ☑ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ☑ discussing and recording ideas
- ☑ draft and write by:
- ☑ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- ☑ organising paragraphs around a theme
- ☑ in narratives, creating settings, characters and plot
- ☑ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- ☑ evaluate and edit by:
- ☑ assessing the effectiveness of their own

Pupils to write an adventure narrative about Peter Pan; a recount of the expedition of Scott; a fantasy narrative about imaginary worlds; a play script for James and the giant peach; a short story about the Dream Giver and a non-chronological report about endangered animals.

and others' writing and suggesting improvements

- ☐ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ☐ proof-read for spelling and punctuation errors
- ☐ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- ☐ develop their understanding of the concepts set out in English Appendix 2 by:
 - ☐ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - ☐ using the present perfect form of verbs in contrast to the past tense
 - ☐ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Pupils work to be marked to check for any SPAG errors. Pupils to respond in purple pen to any marking.

<p>☑ using conjunctions, adverbs and prepositions to express time and cause</p> <p>☑ using fronted adverbials</p> <p>☑ learning the grammar for years 3 and 4 in English Appendix 2</p> <p>☑ indicate grammatical and other features by:</p> <p>☑ using commas after fronted adverbials</p> <p>☑ indicating possession by using the possessive apostrophe with plural nouns</p> <p>☑ using and punctuating direct speech</p> <p>☑ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>					
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Our Wonderful Word Year 4: National Curriculum content

Foundation Subjects

History	
National Curriculum content:	How does it link to the theme?
<p><u>A non-European society that provides contrasts with British history</u> – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan / Aztec civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>Pupils to design and build your own Aztec / Mayan temple using junk materials, such as cardboard boxes, newspapers and card.</p>

Geography	
National Curriculum content:	How does it link to the theme?
<p><u>Local Knowledge</u> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Human and Physical Geography</u> describe and understand key aspects of: ☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Pupils to create a map of the physical features of the UK.</p> <p>Pupils to study the locations of major volcanoes and mountains ranges across the globe. Pupils to understand the internal structure of the Earth and the location of the major tectonic plates. Pupils to investigate what</p>

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<p><u>Geographical skills and fieldwork</u></p> <p>☑ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>☑ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>happens at a plate margins and how this leads to the creation of mountain and volcanoes. Pupils to look at the impact of a volcanic eruption. Mount St. Helens case study.</p> <p>Pupils to learn about the 8 points of a compass and use it to help them navigate. Pupils to be able to read and understand the symbols on an OS map and read 4 figure grid references. Pupils to be able to understand contour lines and what they mean. Pupils to use the above skills to complete an orienteering challenge around the school ground using a scale map. Pupils to use an OS map to navigate a class/parent hike to Tandle Hill Country Park.</p>
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Art and Design	
National Curriculum content:	How does it link to the theme?
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting 	<p>Pupils to draw a sketch of a mountain range and label its features. Pupils to create an Aztec inspired clay artefact.</p> <p>Pupils to create a model of an Aztec Temple using junk material.</p>

Technology	
National Curriculum content:	How does it link to the theme?
<p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Pupils to create an Aztec inspired clay artefact.</p> <p>Pupils to create a model of an Aztec Temple using junk material.</p>

Computing	
National Curriculum content:	How does it link to the theme?
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>Pupils Will:</p> <p>Plan an educational game. Start programming a game. Add repetition to a game. Add a way of keeping score. Add some graphics and sound to the game. Add in different levels to the game. Test and review each other's games.</p> <p>Pupils Will:</p> <p>Find out about inputs and outputs. Plan a toy. Design a toy in Scratch. Program a toy simulation. Test and improve a toy simulation. Present your toy idea.</p>

Music	
National Curriculum content:	How does it link to the theme?
<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> ☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☑ improvise and compose music for a range of purposes using the inter-related dimensions of music ☑ listen with attention to detail and recall sounds with increasing aural memory ☑ use and understand staff and other musical notations ☑ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☑ develop an understanding of the history of music. 	<p><u>Mamma Mia</u> All the learning is focused around one song: Mamma Mia. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p><u>Five Gold Rings:</u> This highly entertaining and original children's musical begins as a carol concert is ending. The children are singing 'The Twelve Days of Christmas' and the song gets 'stuck' as soon as they reach the words 'five gold rings'.</p>

Languages	
National Curriculum content:	How does it link to the theme?
<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> ☑ listen attentively to spoken language and show understanding by joining in and responding ☑ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ☑ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ☑ speak in sentences, using familiar vocabulary, phrases and basic language structures ☑ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ☑ present ideas and information orally to a range of audiences* ☑ read carefully and show understanding of words, phrases and simple writing 	<p>Introductions (11 activities) The first level is. all about saying hello and goodbye, introducing yourself and finding out other people's names. The 4 minute video clip shows the Spanish children using all the relevant vocabulary.</p>

PE	
National Curriculum content:	How does it link to the theme?
<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> ☑ use running, jumping, throwing and catching in isolation and in combination ☑ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ☑ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ☑ perform dances using a range of movement patterns ☑ take part in outdoor and adventurous activity challenges both individually and within a team ☑ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Basketball Cricket Gymnastics Hockey Pupils to complete an orienteering exercise on using a scale map of the school grounds. Pupils and parents to complete a class Hike to Tandle Hill applying their knowledge of OS maps.</p>

		<ul style="list-style-type: none"> ☑ appreciate stories, songs, poems and rhymes in the language ☑ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ☑ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ☑ describe people, places, things and actions orally* and in writing 			
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Our Wonderful World Year 4: National Curriculum content

Other Subjects

PSHE	
National Curriculum content:	How does it link to the theme?
<p>Health and Well Being: Pupils should be taught:</p> <ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 	<p>Being me in my world. Puzzle outcome: Creating a learning Charter. Celebrating differences. Puzzle outcome: Picture frames.</p>

RE	
National Curriculum content:	How does it link to the theme?
<p>Breadth of study Breadth of study During the Key Stage, pupils should be taught the knowledge, skills and understanding through the</p>	<p>Theme: (Autumn 1) Beliefs and Practices Key Question: How special is the relationship Jews have with God?</p>

<p>3. how to manage risks to physical and emotional health and wellbeing</p>	<p>Growth Mind set: Special Growth Mind set project.</p>	<p>following areas of study: Religions and beliefs a. Christianity. b. At least two other principal religions, normally selected from: Islam, Hinduism, Judaism (local demographics are the basis for this recommendation). c. A religious community with a significant local presence, where appropriate. d. A secular perspective. Experiences and opportunities</p>	<p>Religion: Judaism Theme: Christmas (Autumn 2) Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity</p>
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SMSC	
National Curriculum content:	How does it link to the theme?
<p>Through their provision of SMSC, schools should:</p> <ul style="list-style-type: none"> • enable students to distinguish right from wrong and to respect the civil and criminal law of England; • enable students to acquire a 	<p>Pupils to explore these themes through weekly assemblies. Pupils to learn about what makes a family through a whole school themed week.</p>

British Values	
National Curriculum content:	How does it link to the theme?
<p>The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.</p> <ul style="list-style-type: none"> • an understanding of how citizens can influence decision-making through the democratic process; • an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; <p>1 The Prevent strategy 2011: https://www.gov.uk/government/publications/prevent-strategy-2011 5</p> <ul style="list-style-type: none"> • an understanding that there is a separation of power between the executive and the judiciary, and that while 	<p>Pupils to explore these themes through weekly assemblies and themed weeks.</p>

Well Being	
National Curriculum content:	How does it link to the theme?
<p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. Enable students to develop their self-knowledge, self-esteem and self-confidence. 2. Encourage students to accept responsibility for their behaviour, show initiative, and to understand 	<p>Pupils to explore these themes during weekly assemblies. Pupils to be involved in the Growth mind set special project.</p>

broad general knowledge of and respect for public institutions and services in England;

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

Week 1: Where is Whitby?

Geography– Whitby's Main Features.

How Does Whitby Compare with where we live? Show the children the list of physical and human features of Whitby. Did you find any others? Create a large Venn diagram using hoops. Label one hoop 'Whitby', and the other hoop 'Our Town'. Sort the features you have talked about in the lesson into the correct sectors of the diagram. Can you think of any features that neither place has?

Geography – What is Whitby's landscape like?

What Is the Landscape Like in Whitby? Show the children the images in the Lesson Presentation. What do you notice about the landscape in Whitby Give each pair images of Whitby from the Whitby Landscape Display Pack and of your own area to compare. They use the differentiated Comparing the Landscape Activity Sheet to identify ways the two places are similar and different.

Science – What are organisms?

Grouping Animals: Using the animal images on the Animal Pictures Sheet, children complete the differentiated Grouping Animals Activity Sheets by sorting animals into different diagrams using a range of criteria. Children complete Venn and Carroll diagrams using their own criteria.

Week 2: What is Whitby like?

Geography – Land Use in Whitby.

How Can Land Be Used? Show children the images in the Lesson Presentation. How is the land being used in each picture? List the key types of land use which children might come across in this lesson and link these to the images shown. How Is Land Used in Whitby? Children use Google Maps to complete their differentiated Land Use Map of Whitby Activity Sheet identifying different types of land use in Whitby.

Geography – What are Whitby's human and physical features?

The Human Geography of Our Area: What do we know already? Fill in the information the children offer using the Human Geography of our Area Activity Sheet. How could we find out more? (Books, census data, Internet, ask people, etc.) The Human Geography of Whitby: The children use the differentiated Human Geography of Whitby Activity Sheet and to research the human geography of Whitby.

Science – How can be classify different organisms?

Classification: Read the information on the Lesson Presentation to introduce children to the concept of classification, using the questions to prompt children to share any prior knowledge. Introduce the idea of classification keys as a way of sorting animals into groups through a series of 'yes or no' questions. Children complete the differentiated Key Questions Activity: Sheet, generating questions to sort vertebrates using a simple branching key.

Week 3: Why do people visit Whitby?

Geography – How do you get to Whitby?

Planning a Trip to Our Town: Show the children the Planning a Trip to Our Town Activity Sheet. How could someone get our town? Where would they stay? What would they do when they arrived? Model completing the planning sheet with details for a trip to your local area. Planning a Trip to Whitby: Children use the Planning a Trip to Whitby Activity Sheet and the Internet to collect information and plan their own trip to Whitby.

Geography – Comparing Whitby to Middleton.

Presenting Comparisons: The children use the differentiated Comparing Whitby and My Town Activity Sheet to draw together their ideas about ways in which Whitby is different to their own locality. Ask the children to imagine that they have moved to Whitby from their town. What things would they like about living in Whitby? How would life be different? How would life be similar?

Science – What are invertebrates?

Invertebrate Hunt: Children work in pairs in the local environment to find, identify and name invertebrates using the Invertebrates Classification Key. Each child records the invertebrates they have found on the Invertebrates Hunt Activity Sheet. Support each pair to carefully capture an invertebrate specimen to take back to class for further study.

Week 4: What is the structure of the planet Earth?

Geography– What is the internal structure of the Earth?

Pupils to watch a clip about the internal structure of the Earth. Pupils to label on the flipchart a diagram of the internal structure of the Earth. Pupils to label and colour a worksheet detailing the Earth's internal structure. Pupils to use diagram to write a paragraph explaining the internal structure of the Earth.

Geography– Where are the Earth's tectonic plates located?

Pupils to watch clip show how the Earth's tectonic plates have drifted over millions of years. Explain continental drift and show a map of the location of the tectonic plates. Pupils to complete a jigsaw puzzle of the Earth's crust. Pupils to take part in a true or false quiz about plate tectonics.

Science – How do we classify animals?

Classification Tables: Split the class into ability groups. Distribute the differentiated Classification Activity Packs. Each child should fill in the

Week 5: Where are volcanoes located?

Geography– What happens at a plate margin?

Pupils to take part in the interactive Kung Fu Panda Tectonics activity describing the 4 different things that can happen at plate margins. Go on to explain in more detail what happens at the 4 different types of plate margin. Pupils to annotate, label and colour 4 different diagrams explaining what happens at plate margins. Pupils to take part in a Kung Fu Panda tectonics quiz.

Geography– Where are the world's volcanoes located?

Pupils to look at three maps which detail the location of the Earth's tectonic plates, the location of Earth's volcanoes and the Earth's latest major earthquakes. What patterns can they see and why? Pupils to label and colour a world map showing the location of the Earth's major volcanoes. Pupils then to complete a head and tails activity describing the location of the Earth's tectonic plates and volcanoes.

Science – What are habitats?

Environmental Dangers Record: Children complete the Environmental Dangers Record Activity Sheet by filling in the table to record the dangerous changes that they noted in the local

Week 6: What happens when a volcano erupts?

Geography– What are the features of a volcano?

Pupils to watch a clip of volcanoes and write down as many facts as they can. Explain what the three different types of volcano are. (Extinct, Dormant, Active) Pupils to label and colour their own cross section of a volcano. Pupils to write a paragraph describing the features of a composite volcano. Pupils to play the 'splat the rat' volcanoes game.

Geography– What happened to Mount St. Helens?

Pupils to watch a short documentary about the eruption of Mount St. Helens and record six facts about what occurred. Pupils to create a storyboard which describes the events of the eruption. Pupils to add an interview with an eye witness to the eruption detailing what happened.

Science – How can we protect habitats?

Endangered Species Presentation: Still working in their pairs, children prepare a short presentation about their research on an endangered animal. When children

differentiated Habitat Classification Activity Sheet by filling in ticks and crosses to show which living thing from their cards has each characteristic.

Week 7: Where are mountains located?

Geography– Where are the main mountain ranges of the Europe located?

Pupils to look at a physical map of the world and discuss its features. Pupils to look at a range of images of mountain and discuss what makes a mountain. Pupils to label and shade a map of Europe showing its main mountain ranges. Pupils to use an atlas independently to find a range of facts about mountains.

Geography– Where are mountains in the UK?

Where are the UK's Mountains? Show children a topographical map of the UK. Where are the highest areas of land? Which countries of the UK are these located in? Where do you think the UK's highest peak might be located? Where are the UK's Mountains? Children locate mountainous areas in the UK and locate the highest peaks in the UK .

Science – Who was Gerald Durrell?

Conservation Information: Children discuss what they have learnt today about Gerald Durrell, conservation and Madagascar. Look for children who can explain how the Gerald

habitat, what danger they pose, and a suggestion for helping the local wildlife.

Week 8: Why are some mountains different than other?

Geography– What are the features of a mountain?

Recap the layers that make up the Earth, and how the Earth's crust is split into tectonic plates. How Can You Move your Plates? Children use their pieces of coloured card to investigate ways that tectonic plates. Pupils to look at the features of various mountain ranges. What Is it Like in the Mountains? Look at the image of the Alps. Are all mountains like this? Pupils to sketch and label the main features of a mountain.

Geography– How are different types of mountains formed?

How Are Mountains Made? Talk through each type of mountain – point out the forces causing movement each time. Ensure children are aware that these processes happen over millions of years – for example, the Himalayas started. How Were These Mountains Made? Show children the images of different mountains. Can you work out how you think each mountain might have been formed? Pupils to match the pictures of mountains to their descriptions.

S Science – Who was Graham Alexander Bell?

Children complete their section of the differentiated Finding Facts Activity Sheet. All children complete all areas of their activity sheet. Look for children who can describe and explain Alexander Graham Bell's life, his

have prepared their presentations, they share them with the class. How Can We Help?

Week 9: Why do people visit the mountains?

Geography– What is a mountains climate?

What Are the Risks of Being in the Mountains? Why are mountain environments considered to be so dangerous? List some of the possible risks on the board. Which ones can have serious consequences? Which ones can be managed? Together, sort the main risks into the grid according to seriousness/ease of management. Pupils to use the internet to record a range of mountain climates. Pupils to then use their findings to create a weather forecast.

Geography– What impact can tourism have on mountainous areas?

What Impact Does Tourism Have? In small groups, children use the Tourism Impact Sorting Activity and sort the cards into positive and negative. They then note down the impacts using the Tourism Impact Activity Sheet. What Can Be Done to Protect Mountain Environments? Look at the negative effects that tourism may have on an area.

Science – Who was Antoine Lavoisier and Joseph Priestley?

I can describe the scientists who discovered oxygen. I can explain how the discovery of oxygen changed scientific ideas. I can

Durrell set up conservation areas on Madagascar to save endangered plants and animals.

Week 10: What is an OS map?

Geography– What are OS map symbols?

Pupils told about the history and use of OS maps. Pupils to look at an OS map and use the key to help identify notable landmarks. Pupils to use the key to name and locate 14 key symbols on an OS map. Pupils to participate in a quiz about OS symbols.

Geography– What is a 4-figure grid reference?

Pupils to re-cap their knowledge of OS symbols. Pupils to look at interactive PPT detailing how to read 4-figure grid references. Pupils to use 4-figure grid references to spell their name on a grid. Pupils to use 4-figure grid references to play a game of 'battleships.'

Science – Who was Lord Kelvin?

I can describe Lord Kelvin's life and work. I can make a model to demonstrate how particles behave at absolute zero. I can use a thermometer to read and show temperatures. Pupils to create a storyboard charting the journey to absolute zero.

inventions and his work with sound. Research six areas, including Early Life, First inventions, Work with Deaf People, Work with Sound, The Telephone and His Legacy.

Week 11: How do I read an OS map?

Geography– What are the 8 direction points of a compass?

Pupils to plot out the 8 points of a compass and use them to help Captain Jack discover his hidden treasure. Pupils to create their own rap to help them remember the directions. Use the 8 points of a compass, pupils to complete the directions puzzle worksheet. Pupils to use the 8 points of a compass to describe the location of objects in the room.

Geography– What are contours?

Pupils to look pictures of Hogwarts and describe the landscape. Explain to the pupils what contours are and how they describe the landscape on a 2d map. Pupils to answer a range of questions about a map of Hogwarts. Pupils to create their own relief cross-sections graph of Hogwarts.

Science – Who was Thomas Edison?

Electricity Hunt Activity Sheet. When they have finished, ask children to consider how their school would be different if Thomas Edison had not made it possible for us to use electricity. Children use the second column on their activity sheet to explain how things would be different if each item that they spotted could not use electricity.

conduct an experiment to demonstrate oxygen's properties.

Week 12: How do I use an OS map?

Geography– Can I use a scale map of the school?

Pupils to use a scale map of the school to complete an orienteering challenge. Pupils to record their findings on their worksheet.

Geography– Can I use an OS map on a hike?

Pupils and parents to use an OS map to hike to Tandle Hill and back.

Science – Who was Washington Sheffield?

I can describe the invention of toothpaste. I can make my own toothpaste and explain its properties. I can compare the effectiveness of different toothpastes. Pupils to create their own toothpaste.

Boarshaw Primary School

1 Boarshaw Bonus Points

Take a picture of a human and physical geographical feature. If you don't have a camera you can do a sketch of one.

Homework Challenges

This term's project is 'Our Wonderful World'



5 Boarshaw Bonus Points

Design and build your own Aztec temple using junk materials, such as cardboard boxes and newspapers and card.

2 Boarshaw Bonus Points

Explain how animals such as polar bears, monkeys and sharks have adapted to their environment. Design a new fantastical creature that has evolved to suit its own environment.

3 Boarshaw Bonus Points

Choose one of the world's highest mountains and create a power point about it. Don't forget lots of interesting images and information.

4 Boarshaw Bonus Points

Research the ship, HMS Beagle, and make a fact-filled poster to display the information you find.

As Language Specialists: We will reading a range of stories: Peter Pan by JM Barrie, The Magic Faraway tree by Enid Blyton and the adventures of James and the Giant Peach by Roald Dahl. We will look at descriptive poetry and write poems about a mystery location around the world. We will also learn about some of the endangered species of animals around the world and create a class book of information...



As Design and Technologists: we will learn about layers of a volcano and build a 3d

As Geo
identif
feature
we will

around the world and explore the features of a volcanoes.

WONDERFUL
WORLD



relationship with God?

As Musicians: we will listen to and appreciate music from the famous Band Abba.