



## OUR DRIVERS: Spiritual, Moral, Diversity & Beliefs Communities & Environment Life Skills Personal, Social & Emotional Well Being



### English

#### The Pebble in my Pocket by Meredith Hooper

To use our class book to support us writing free verse poetry.

To know how to write an adventure story.

To know how to write a persuasive argument in the form of a flyer.

To know the difference between a pronoun and a possessive pronoun.

To know how to use apostrophes to mark plural possession

To know how to create fronted adverbials and punctuate them accurately

To know and understand different spelling skills – homophones and near homophones, the 'ation' suffix, the 'sub' and 'super' prefix and plural possessive apostrophes with plural words.

### Maths

#### Multiplication and Division

To know what factor pairs are. To know how to multiply and divide by 10 and 100.

To know how to multiply and divide a 2 and 3 digit numbers by a 1-digit number. To know how to complete correspondence problems.

#### Length and Perimeter

To know how to measure in kilometres and metres, to find equivalent lengths and the perimeter of a rectilinear shape and polygons.

### Physical Education

#### OAA

To know how to follow a map in a (more demanding) familiar context.

To know how to follow a route within a time limit.

To know how to support others.

To know how to seek support when I need it.

To know how to orientate a map.

To know how to lead a team.

To know how to be an effective team member.

To know how to show resilience when plans do not work.

To know how to use initiative to try new ways of working.

To know how to use a compass and digital devices to orientate myself.

#### Invasion games – Basketball

To know how to play games with some fluency and accuracy, using a range of throwing and catching techniques.

To know how to find ways of attacking successfully when using other skills. To know how to use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score. To know the rules of the games. To understand the need to defend as well as attack. To be able to lead a partner through short warm-up routines.

### Poppy Class – Spring Term 1

How do volcanoes and earthquakes impact the settlements of humans?



### Geography

#### Volcanos and Earthquakes

To know how to ask and answer geographical questions about the physical and human characteristics of a location.

To know and describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle.

To know the key aspects of human geography including settlements and land use.

To know how to explain my own views about locations, giving reasons

To name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Artic and Antarctica.

### Computing

#### Spreadsheets

To know how to work collaboratively to create content and solutions.

#### Writing for Different Audiences (start)

To know how to work collaboratively to create content and solutions.

### French

#### Going Shopping

To know how to express an opinion in French.

To know how to write answers to questions using quantifiers.

To know how to change the French word for 'the' to the French word for 'some'.

To use adjectives to describe nouns.

To know how to answer questions in a complete sentence.

To know how to ask and answer questions in French.

To take part in role play, speaking French.

### Art

#### Hokusai

To know how to discuss pictures by Japanese artists and say which is my favourite and why.

To know where mount Fuji is, and to be able to create a sketch of it.

To know how to use pastels to create a copy of Hokusai's work

To know how to draw in the style of Hokusai.

To create a sketch book page for Hokusai.

### Music

#### Charanga - Stop!

To know how to write lyrics linked to a theme.

### Personal, Social and Health Education

#### Jigsaw – Dreams and Goals

To know what their own hopes and dreams are.

To know that hopes and dreams don't always come true.

To know that reflecting on positive and happy experiences can help them to counteract disappointment.

To be able to make a new plan and set new goals even if they have been disappointed.

To know how to work out the steps they need to take to achieve a goal.

To know how to work as part of a successful group.

To know how to share in the success of a group.

### Science

#### Sound

To know how sounds are made, associating some of them with something vibrating.

To know that vibrations from sounds travel through a medium to the ear.

To know how to find patterns between the pitch of a sound and features of the object that produced it.

To know how to find patterns between the volume of a sound and the strength of the vibrations that produced it.

To know that sounds get fainter as the distance from the sound source increases.

### Religious Education

To discuss and explore whether a holy journey is necessary for believers?



## Subject Specific Vocabulary

|                 |  |
|-----------------|--|
| Core            | The core is at the centre of the Earth. There is a solid inner core and outer liquid core of molten metal.       |
| Crater          | The mouth of a volcano.  |
| Crust           | The surface layer covering our planet.   |
| Earthquake      | A violent movement of parts of the Earth's surface.  |
| Epicentre       | The point on the Earth's surface at the centre of an Earthquake.   |
| Erupt           | To suddenly burst out causing lava to explode out of the earth's surface.  |
| Lava            | Molten, hot rock flowing from a volcano.   |
| Molten          | Hot, melted rocks.   |
| Magma           | Extremely hot, liquid rock.  |
| Mantle          | Under the crust is the mantle forming about half of the Earth.   |
| Seismic Waves   | An elastic wave in the earth produced by an earthquake or other means.   |
| Tectonic plates | The earth's crust is made up of large areas called tectonic plates that join together.                           |
| Volcano         | An opening or rupture in the Earth's crust through which lava, ash and gases escape.                             |
| Extinct         | If a volcano no longer has a magma supply scientists believe that it will not erupt again and is termed extinct. |
| Active          | Volcanos that have erupted or shows sign within recorded history (past 2,000 years or so).                       |
| Dormant         | Volcanoes that have not erupted in the last 10,000 years but are expected to erupt again.                        |
| Magnitude       | The size of an earthquake.   |

## Key Knowledge

There are two main types of volcano:

**Composite volcanoes** are the most common type of volcano. They can have violent eruptions and can grow bigger as layers of thick lava and ash harden on top of each other. Mount Etna in Sicily, Italy, is an example of a composite volcano.

**Shield volcanoes** do not have such violent eruptions. These volcanoes tend to have gentle slopes and their runnier lava spreads and hardens over a wider area. Mauna Loa in Hawaii is an example of a shield volcano.

Most volcanic eruptions are caused by pieces of the Earth's crust, called **tectonic plates**, moving towards each other.

The Earth is made up of different layers:

- the **core** at the centre, which is mainly metal
- the **mantle**, which is mainly rock
- the **crust**, which is the part we can see

As plates move in different directions over long periods of time, **friction** causes **energy** to build up. It becomes so great that the energy is **released**, which creates a shock wave - an **earthquake**.

## Images and Diagrams

