



**Rationale:**

Inspired by the class text the children will study the effects of 'Dangerous Earth' (natural Phenomena) on the lives of human beings and landscapes. They will learn about how humans and animals adapt to extreme climatic conditions, including using indigenous resources in a variety of ways e.g. musical instrument and plant life.

The children will improve their understanding of world geography and it's impacts physically and socially. They will compare river around the world with a local river through fieldwork and study.

**Geography**

- 1a – Ask geographical questions.
- 2a – Use appropriate geographical vocabulary
- 2c- Use atlases and globes, maps and plans at a range of scales.
- 3a – To identify and describe what places are like.
- 3b – the locations of places and environments
- 3c – to describe where places are
- 3d – to explain why places are like they are
- 3e – To identify how and why places change and how they may change in the future
- 4b – Recognise some physical and human processes and explain how these can cause changes in places and environments.
- 5a – Recognise how people can improve or damage the environment and how decisions about the future can affect the quality of peoples lives.

- Visit flood meadows
- River study
- Tsunami talk – SF
- Comparison to Russia and America

**Text:**

Running Wild - M Morpurgo  
Newspapers

**Maths**

Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences and doubles and halves of decimals (e.g.  $6.5 \pm 2.7$ , half of 5.6, double 0.34)

Use efficient written methods to add and subtract whole numbers and decimals with up to two places

Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time

Refine and use efficient written methods to multiply and divide  $HTU \times U$ ,  $TU \times TU$ ,  $U.t \times U$  and  $HTU \div U$

Solve one-step and two-step problems involving whole numbers and decimals and all four operations, choosing and using appropriate calculation strategies, including calculator use

**Art/DT**

Rainforest Collages

Be able to mix and create colours that portray a rainforest.

Plan and label a rainforest collage using the four layers of a rainforest.

Make a rainforest collage using different materials.

**ICT:**

Scratch

Programming – being able to make a maze game.

**French:**

Words linked to rivers and rainforests.

Animals

**Science PoS**

Properties and changes of materials

- compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

**Reading Journals**

Harry Potter  
Cogheart  
Running Wild

**P.E**

CM Sports – Hockey  
Swimming

**Spelling:**

Homophones

**Homework :**

Spelling tasks,

**PDL –**

Going for goals  
Good to be me

**R.E.(Concepts)**

Authority – Christianity  
Love – Agape

**Music**

Music express - Rivers  
Rainforest Instruments - composition

**Outdoor Learning:**

River study

**English**

Author Study - Novels & stories by significant children's author (1)

Poetic style – word play, rhyme, metaphor, word choice (1 wk)

Diary Writing – writing in the first person

Narrative writing

Recounts

Information Text