

## SCIENCE

### EVOLUTION AND INHERITANCE

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- How are local animals/insects different from those in other locations/countries
- Explore advantages and disadvantages of adaptations e.g. long fur.

#### Work scientifically

##### Observe and raise questions

- about local animals and how they are adapted to their environment;

##### Compare

- how some living things are adapted to survive in extreme conditions, for example cactuses, penguins and camels.

##### Analyse

- advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

#### Other teaching ideas

Odd one out. A child chooses 3 pictures of a minibeast/bird/plant. Others say which is odd one out and why?

Classifying pictures of animals. Which live in hot or cold climates?

Pupils could use online resources to find out about a specific animal and a specific plant and then find out how it is suited to the environment in which it lives.

Create a tree of life to show the link between species.

Identify examples of how animals have adapted to their environment.

Explore Darwin's idea of evolution by using websites such as

<http://tinyurl.com/pxle7sh>

## PHYSICAL EDUCATION

### Active Learning/ Dodge Ball

take part in outdoor and adventurous activity challenges both individually and within a team

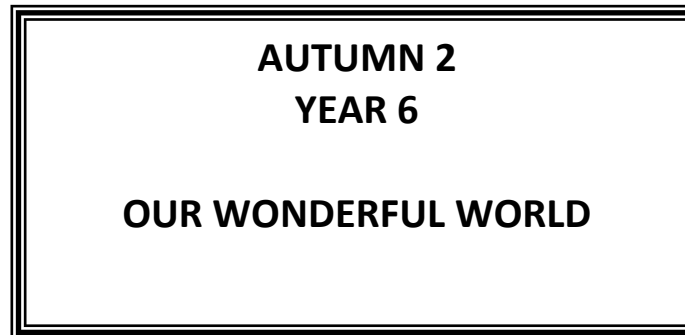
## COMPUTING

### E-safety Sessions Objective.

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

### Blogging / Data Handling and Publishing delivered through day to day teaching of Literacy and Numeracy.

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information



## ARTS

### Art – Drawing – Volcanoes

- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Experiment with wet media to make different marks, lines, patterns, textures and shapes.
- Explore colour mixing and blending techniques with colour pencils.
- Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media.

### Art-Clay Project – Roman Mosaic - Pompeii

- Shape, form, model and construct from observation or imagination
- Use recycled, natural and man-made materials to create sculptures
- Plan a sculpture through drawing and other preparatory work
- Develop skills in using clay inc. slabs, coils, slips, etc

Produce intricate patterns and textures in a malleable media

## HUMANITIES

### Volcanoes and Earthquakes

Various enquiries including;

**What is a volcano?**

**What are Earthquakes?**

**How do people deal with Earthquakes and Volcanoes?**

**San Francisco Earthquake—what happened?**

**Why do people live near a volcano?**

Using artefacts, art work, maps and sources.

## FRENCH

### Actions

This unit is all about actions. It begins with a song about looking for a pirate, which includes some use full prepositions. During the course of the unit, Pupils will learn a selection of common verbs and how to use them with so,e simple adverbs. This unit also includes vocabulary associated with craft activities and treasure hunts. The final lesson contains a fun story about a pirate who is looking for some treasure.

By the end of the unit children should be able to:

- \* Recognise past tense verbs and say some perfect past tense sentences.
- \* Understand and use some of the adverbs from the unit.
- \* Recognise and use from memory, and with little help, third person singular verbs, including some irregular verbs, to describe someone's actions.

### In France

This unit is all about France- It introduced pupils to some French foods, the locations of some cities and some popular tourist attractions in Paris. The unit begins with a traditional French song and ends with a recipe for a popular French snack. Pupils will also learn how to day the point of the compass, how to say some more past tense verbs and how to discuss which countries speak French.

By the end children will be able to:

- \* Build sentences in the perfect tense about what they have eaten using a model to help.
- \* Follow and understand the main points and some of the detail from the recipe.
- \* Prepare and present a short presentation with little or no help.
- \* Take part in oral activities with little help.
- \* Ask questions unprompted in the second person singular using the correct intonation.
- \* Recognise and understand that 'on' has several meanings in French.