

What a wonderful World

Term 3

LITERACY

Literacy Activities	<ul style="list-style-type: none"> • Brochure – persuasive writing • Postcards • Posters • Instructional writing • Poetry – Imagery/personification • Song Lyrics • Non-chronological reports • Diagrams/labels/lists • Letters
Recommended Texts	<ul style="list-style-type: none"> • Jaspers Beanstalk • War of the Worlds • Bringing the Rain to Kapiti Plain • The Rain Arrow • Man on the Moon • Window • The Drop that Popped • See Big Reading Book List for Animals

NUMERACY

Numeracy Activities	<ul style="list-style-type: none"> • Tree measuring • Climates – data handling, charts • Earthquakes - Richter scale • Weather – rain fall
----------------------------	--

SCIENCE

YEAR	OBJECTIVES	SKILLS
1	<p><u>Seasonal Changes</u></p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests

		<ul style="list-style-type: none"> • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.
2	<p><u>Plants</u></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.
3	<p><u>Rocks</u></p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p>	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.

<p>4</p>	<p><u>States of Matter</u></p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.
<p>5</p>	<p><u>Earth and Space</u></p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.

<p>6</p>	<p><u>Living Things and their Habitats</u></p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p>	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.
-----------------	---	---

ICT

Year	Objectives	Skills
<p>R</p>	<p>Know we can collect information using a computer or other device</p>	<p>Pupils ...</p> <ul style="list-style-type: none"> • Use a computer or other device to find things out • Use a pictogram to compare things • Can identify 'more' or 'less' from a pictogram
<p>1</p>	<p>Know information exists in different forms. Know we can collect information to find things out.</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • describe objects using key words • sort objects using different criteria. • label objects using ICT • create a pictogram. • use a computer to create a block chart and bar chart • use a ICT to record information, including data logger
<p>2</p>	<p>Collect, organise and classify data. Create graphs and use these to answer questions.</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • present information in a pictogram to answer specific questions • use ICT to answer questions • answer questions using a database • collect and enter data into a database.

<p>3</p>	<p>Identify and develop a means of collection, and collect appropriate data. Create graphs and use data to answer questions.</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • create records to store key information • use records to find information • store key information using a database. • search for information using a database. • create charts using a database • create a new database • select, use and combine a variety of software on a range of digital devices to accomplish given goals • collect, analyse, evaluate and present data and information
<p>4</p>	<p>In order to answer a question children collect, organise classify and interpret data and develop a simple database.</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • use the computer to sort objects.(keys, databases and branching databases) • interpret charts and graphs. • design a simple questionnaire • make comparisons using bar and pie charts. • draw a line graph to show changes over time. • interpret and analyse information in graphs. • select, use and combine a variety of software on a range of digital devices to accomplish given goals • collect, analyse, evaluate and present data and information • use search, sort and analyse tools effectively (eg online, espresso, 2investigate, Information Magic)
<p>5</p>	<p>In order to solve a problem use ICT to collect and process data and present their findings. Be able to create a database and compare graphical data.</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • enter information into a spreadsheet • create charts and graphs using a spreadsheet. • use formula within a spreadsheet • use a spreadsheet to explore a variety of situations • can search a database and present the information accurately • can create a simple database and present that information • collect, analyse, evaluate and present data and information using the WWW • Can create a spreadsheet to model how a budget works • Can enter and change formulae in a spreadsheet • Can use functions like SUM, MIN and MAX (algorithm) • Can lock cells containing a formula (algorithm) • Can use data from the internet to automatically update a spreadsheet

6	Generate, process, interpret, store and present data understanding the need, and checking, for accuracy ready for processing	Pupils... <ul style="list-style-type: none"> • use ICT to collect and find appropriate stored information • can select only the info that is needed for a particular purpose • can store, save and retrieve information from a self-made database • can sort and search a data-base efficiently using ><, AND, OR (algorithm) • can explain and present findings from an investigation using a database or online data • can collect and organise data from online sources, evaluating in a discerning manner • use logical reasoning to explain how a basic formula (algorithm) works • detect and correct errors in formula (algorithms)
----------	--	--

GEOGRAPHY

Year	Objectives	Skills
1	<p>Weather patterns: UK locality compared to non-European locality/world – Australia</p> <p>To compare and contrast the weather in the UK to a non-European locality e.g. Australia. To be able to recognise and make observations about weather in a locality. To begin to use appropriate vocabulary. To carry out simple tasks, make observations and select information using resources that are given to them. To show an awareness of places beyond their locality.</p>	<ul style="list-style-type: none"> • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. Investigate their surroundings • Make observations about where things are e.g. within school or local area. • Expressing own views through speaking. • Give simple reasons for likes and dislikes. • Use simple geographical vocabulary. • Field sketches. • Take photograph. • Make sound recording • Interview local person • Questionnaire • Make standard or non -standard measurements • Listen to an adult asking another child or adult about familiar environments or activities • Draw simple features they observe in their familiar environment • Recognise a photo taken as a record of what they have seen. • Use everyday language to describe features eg <i>bigger, smaller than</i>. • Use own symbols on imaginary map. • Draw picture maps of imaginary places and from stories. • Learn names of some places: e.g. Home town, cities, countries e.g. Australia.
2	<p>UK / 4 Countries</p> <p>To show knowledge, skill awareness and understanding in studies at local scale and beyond their own locality. To recognise and make observations about physical and human features of localities. To compare and contrast the physical and human features of the 4 countries within the UK, that give each one their character.</p>	<ul style="list-style-type: none"> • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings • Make simple comparisons between features of different places. • Expressing own views through speaking. • Give detailed reasons for likes and dislikes. • Draw a map of a real or imaginary place. • Begin to understand the need for a key.

	<p>To ask and respond to questions about places and environments. To express views on the environment of a locality and recognise how people affect the environment. To begin to use appropriate geographical vocabulary.</p>	<ul style="list-style-type: none"> • Use class agreed symbols to make a simple key. • Use an infant atlas to locate places. • Locate and name on UK map major features e.g. London, River Thames, home location, seas. • Find land/sea on globe.
3	<p>Volcanoes and Earthquakes</p> <p>To be able to show their knowledge and understanding about V & E around the world. To be able to describe and compare the physical features of countries where volcanoes and earthquakes are located. To be able to understand how the environment affects population and settlement. To be able to understand, express and discuss own views on the impact of V & E's on human activity. To use appropriate geographical vocabulary.</p>	<ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Begin to collect and record evidence aided. • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. • Identify and explain different views of people including themselves. • Use letter/no. co-ordinates to locate features on a map. • Locate places on larger scale maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs.
4	<p>Rivers and the water cycle</p> <p>To be able to show their knowledge and understanding about rivers around the world. To be able to describe and compare the physical features of centres where rivers are. To be able to understand how rivers affect population and settlement. To use appropriate vocabulary to communicate their findings about rivers. To use skills and sources of evidence to respond to a range of geographical questions.</p> <p>[Possible field trip to Horton Kirby?]</p>	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps • Identify and explain different views of people including themselves. • Use appropriate geographical vocabulary. • Annotate their sketch with descriptive and explanatory labels. • Add title, location and direction to sketch. • Suggest how photos provide useful evidence for their investigations • Suggest what to record for their investigation. • Commentate on the recording, describing and suggesting explanations of what they see. • Use easy to read instruments <i>E.g. rain gauge or metre tape.</i> • Organise results in a spreadsheet. • Locate places on large scale maps • Begin to recognise symbols on an OS map.
5	<p>Climate Zones, biomes & Vegetation belts</p> <p>To be able to show their knowledge and understanding of climate and how it affects vegetation type. To be able to begin to explain geographical patterns and physical and human patterns.</p>	<ul style="list-style-type: none"> • Begin to suggest questions for investigating. • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places. • Collect and record evidence unaided. • Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life.

		<ul style="list-style-type: none"> • Identify and explain different views of people including themselves. • Begin to draw a variety of thematic maps based on their own data. • Compare maps with aerial photographs. • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) • Find/recognise places on maps of different scales. (E.g. river Nile.)
6	<p>Mountains</p> <p>To be able to show their knowledge, skills about mountains around the world.</p> <p>To be able to understand how/why mountains are formed.</p> <p>To understand how human impact on the physical landscape (mining).</p> <p>To be able to use primary and secondary sources to research mountains (maps, Photos).</p>	<ul style="list-style-type: none"> • Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions. • Give increased detail of views, give detailed reasons influencing views and how they are justified • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. • Draw a variety of thematic maps based on their own data. • Use/recognise OS map symbols; • Use atlas symbols. • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) • Confidently identify significant places and environments stated within KS2 N.C • Confidently use an atlas. • Recognise world map as a flattened globe.