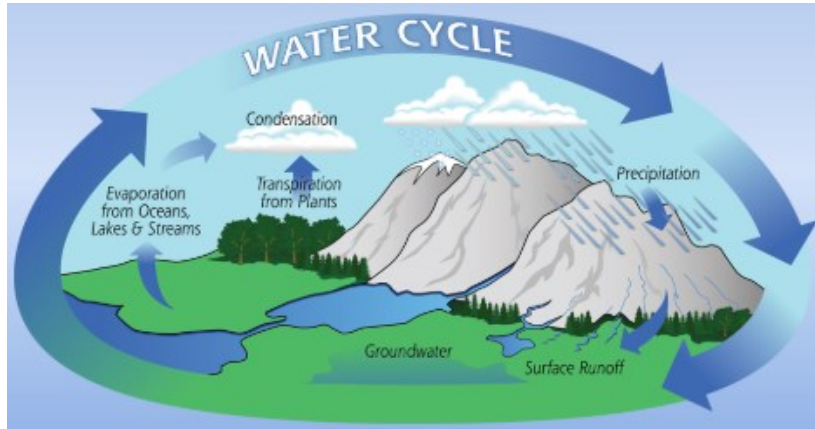


Where does all of the water come from?

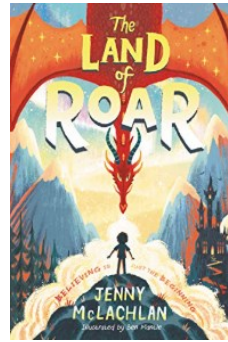


Have a go
Independent
Goals
Help others

Geography

1. Understand the different parts of the water cycle and understand the vocabulary of evaporation, condensation, transpiration.
2. Compare and contrast the amount of rainfall in the UK compared to a hot country. Why does this happen and what does this mean?

English: Land of Roar by Jenny McLachlan



Writing outcomes:

1. Persuasive letter writing
2. Narratives
3. Poetry (Acrostic poetry)

Maths

1. Multiplication and division (by 10, 100 and 1000)
2. Length and perimeter
3. Fractions

Art Painting and Printing: Artist Paul Klee



Music

Whole class clarinet lessons with external music teacher

Science—States of Matter

What is a solid/liquid/gas?
How can a solid change to a liquid and a liquid to a gas.
What is irreversible change?

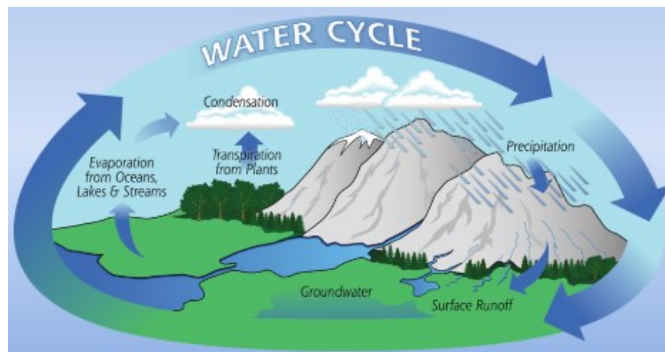
PSHE (SCARF)

Keeping safe

PE

Gymnastics with Atlas coach. PE will remain on a Monday so children can wear PE kits to school.

Where does all of the water come from?



Geography

NC -
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Maths

1. Multiplication and division (by 10, 100 and 1000)
2. Length and perimeter
3. Fractions

Science—States of Matter

compare and group materials together, according to whether they are solids, liquids or gases
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)
identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

English

NC— Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology.

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

Music

NC—play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control.

Art

know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

PE

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]