



# Topic overview – Year 4/5/6 (3<sup>rd</sup> year of cycle)

Autumn 1	
<b>Topic name</b>	<b>Extreme Earth</b>
<b>Big question</b>	What makes the Earth Angry?
<b>Memorable experience</b>	End of topic environmental summit discussing the issues of climate change and what we can do to help.
<b>Outdoor learning</b>	Keep a moon diary Investigate shadows to understand the movement of the earth in relation to the sun Physical theatre to demonstrate the motion of the earth, moon and sun and the distances between the planets
<b>Linked books</b>	Earth Shattering Events Tsunami Girl by Julian Sedgewick Running Wild by Michael Morpurgo
<b>Reading aims</b>	Identify themes and conventions in books Develop positive attitudes to reading Read and understand fiction / non-fiction Make predictions from details stated and implied Ask questions to improve understanding Identify vocabulary that captures the reader's imagination
<b>Writing aims</b>	Narrative – contrasting settings, before and after disaster (based on 'Running Wild') <ul style="list-style-type: none"> <li>Extend sentences using a wider range of conjunctions</li> <li>Use expanded noun phrases</li> </ul> Information texts linked to geography <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Use organisational devices</li> </ul> Journalistic Writing – reporting on natural disasters <ul style="list-style-type: none"> <li>Use the passive voice</li> <li>Use relative clauses starting with who, which, that, whose and whom</li> </ul> Increase the legibility, consistency and control of handwriting Plan writing based on models read Choose appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.
<b>Speaking &amp; listening aims</b>	Ask relevant questions to further their understanding Listen to and respond to others Prepare ideas before writing by rehearsing orally
<b>Maths aims</b>	Number and Place value (5 weeks) Addition and Subtraction (3 weeks)
<b>Science aims</b>	Earth and Space Children will learn to: <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <b>Investigation focus / skill:</b> Lunar journal Communicating their findings <i>This has been taught previously but during covid lockdown and with a supply teacher so will need to be consolidated.</i>
<b>History aims</b>	Children will learn: <ul style="list-style-type: none"> <li>Where key disasters fit in chronological order</li> <li>How has life changed as a result – cause and effect – eg Haiti Earthquake / 2004 Boxing Day Tsunami</li> </ul>
<b>Geography aims</b>	Children will learn to: <ul style="list-style-type: none"> <li>Locate the world's counties, focusing on environmental regions, physical and human features</li> <li>Research major disasters around the world</li> </ul>



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	<ul style="list-style-type: none"> <li>- Describe how earthquakes/tsunamis/ are created using understanding of the physical features of plate tectonics – why some places are more prone than others</li> <li>- Use maps, atlases, globes and aerial photos to locate countries affected by natural disasters and understand physical geographical similarities and differences before and after the disaster.</li> <li>- Investigate climate – does this affect disasters? Understand climate zones – which is the wettest / coldest (poles) / driest / hottest places (equator)</li> </ul>
<b>DT aims</b>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>- Design a 3D model of the Great Wave (link to Art)</li> <li>- To create a 3D model using paper and layering colours</li> <li>- To evaluate their work and that of others – what worked well, even better if.</li> </ul>
<b>Art aims</b>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>- Interpret and evaluate Hokusai's artwork – The Great Wave</li> <li>- Mix shades and tones of blue</li> <li>- Paint and draw with increased control</li> <li>- Use the artwork to design a 3D model (link to DT)</li> </ul>
<b>Music aims</b>	<p>Children will:</p> <ul style="list-style-type: none"> <li>- Rehearse and perform a composition using instruments to portray a tsunami – tempo, dynamics pitch and create a mood to a visual video prompt</li> </ul>
<b>Computing aims</b>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>- create a PowerPoint using the information (What makes Earth angry?)</li> <li>- use transitions and animations</li> <li>- use hyperlinks to navigate PowerPoint.</li> <li>- insert video and audio</li> </ul>
<b>PSHE aims</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>- The impact on people in the aftermath of a natural disaster, the challenges they face and how charities and aid agencies help</li> <li>- How our school values link to the wider world</li> </ul>
<b>PE aims</b>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>- Develop attacking and defending skills</li> <li>- Work collaboratively as a team</li> <li>- Apply skills and tactics in invasion games</li> <li>- Explain some of the benefits of exercise</li> </ul> <p>(As well as their weekly PE session, children will take part in a 'Daily Boost' every day to promote physical activity and wellbeing)</p>
<b>RE aims</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>- What do religions say to us when life gets hard? (Christians, Hindus and non-religious people)</li> </ul>
<b>Foreign language aims</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>- To listen attentively to spoken language and show understanding by joining in and responding</li> <li>- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sounds and meaning of words.</li> </ul>