

<p>Topic Title: Ice Worlds</p>		
<p>Science Working Scientifically -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. States of Matter</p>	<p>Geography - identify position and significance of latitude/longitude/Equator/Northern and Southern hemispheres/Tropics of Cancer and Capricorn/Arctic/Antarctic Circle/Prime or Greenwich Meridian time zones (including day and night) Comparing physical features of different geographical areas - The Arctic and The Antarctic</p>	<p>History Study of a key historical figure: Ernest Shackleton Titanic Using a range of historical sources to research an historical event. <i>Asking and answering questions, using evidence, about specific events in history. Selecting and combining information from sources to produce a structured answer. Understanding that the past can be represented or interpreted in different ways. Understanding how events from the past have shaped life today.</i></p>

<p>-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</p> <p>Electricity:</p> <p>-identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>-identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors</p>		
<p>Art and design Towner Project Use range of materials creatively to design & make products -Use drawing, painting, sculpture to develop/share ideas.</p>	<p>Design Technology -Research/develop designs communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, -Select from and use a wider range of tools and wider range of materials and components,</p>	<p>Computing We Are Musicians Explain how digital technology contributes to creating music Create a simple composition using sequencing software</p>

<p>Experiences/imagination -Develop wide range of art & design techniques in using colour, pattern, texture, line, shape, form and space -Know about works of a range of artists, craft-makers & designers, describing the differences & similarities between practices & disciplines and making links to their own work</p>	<p>including construction materials, textiles and ingredients to construct their model.</p>	<p>Record and combine samples to produce a piece of music We Are HTML Editors Understand the difference between web and internet Know and use simple HTML tags Create web pages</p>
<p>French I understand a range of spoken phrases. I answer simple questions and given basic information. I ask and answer simple questions using set phrases. I show understanding of the spoken language by joining in and responding. I pronounce familiar words with increasing accuracy. I understand familiar written phrases. I label items and write short phrases correctly. When writing words from memory, I have a go at the spelling. The topics will include: School Birthdays/Dates The Town</p>	<p>Religious Education Christianity Bible Explorer Identifying and describing traditions Recognising main beliefs Recognising key religious figures Making comparisons between different religions</p>	<p>Music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -Improvise and compose music for a range of purposes using the inter-related dimensions of music -Listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians -Develop an understanding of the history of music</p>
<p>Physical Education -develop competence to excel in a broad range of</p>	<p>Forest School Survival skills! Learning to survive in extreme</p>	<p>Stunning start: Breaking the Ice! Children to become Antarctic explorers</p>

<p>physical activities -are physically active for sustained periods of time -engage in competitive sports and activities -lead healthy, active lives. Indoor: Outdoor: Invasion games and ball skills</p>	<p>weather and environments such as keeping warm, orienteering, shelter building and securing valuables with expert knots</p>	<p>Marvellous Middle: Forest School day – children to learn survival skills in our wildlife garden Fabulous finish: Titanic living museum. Children become people who were on board the Titanic and to create a live exhibition where they present their learning</p>