Spring Term 2015
Severn and Corve Class

THEME:
Planet Earth

Spiritual, Moral, Social and Cultural Development:

Personal, Social, Health and Emotional Development:

- Shropshire Respect Yourself RSE: Choices and challenges
- Shropshire Respect Yourself Think Good Feel Good: Positive Choices – range of lessons to support
- Bikeability biannually
- Strategies to cope with peer pressure. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.

In our exploration of faith we will:

- Consider our world as mysterious and unique in our solar system. Awe and wonder for beautiful and wondrous things will be promoted. We will then debate whether humans should terraform other planets in order to live on them? They will take on the views of different people such as space scientists; businessmen; nature conservationists; philosophers; politicians etc. (RQ2/8)
- In our run up to Easter we will understand the Christian celebration of Easter: the Holy Week; celebrations and customs; symbols and an understanding of what it means to make a sacrifice. (RQ14) SALVATION (UC): What did Jesus do to save human beings? (2b.6)

PE:

Games – Striking/fielding/invasion games

As experts in computing we will develop our knowledge and understanding of:

- Research and internet safety
- We will be software designers and design, write and debug an educational programme using Scratch.
- We will be meteorologists this will require database work on the weather.

As geographers we will focus on:

Climate Change

We will:

- locate the world's countries, concentrating on their environmental regions, key physical and human characteristics
- look at the British Isles and identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

As designers we will:

- Visit Enginuity and make controllable vehicles e.g. moon buggies.

As artists we will:

- Sculpture inspired by local artist of 'Planet Earth' exhibiting messages of pollution/climate change.

As musicians we will:

…..be learning how music can be used to achieve atmospheric moods. We will become familiar with 'The Planets' by Gustav Holst and 'Sprach Zarathustra' by Strauss. Children will create their own music with ostinato's (repeated rhythms) and other suitable features (tempo, dynamics, instrumentation for a particular mood). Finally we will perform and record our class compositions based on our journey into space and around different planets.

As linguists we will explore the French language:

- Learn vocabulary and phrases to explain and question what's the weather like? They will be able to say which clothes they might wear in different conditions.
- Revise numbers and dates (months and days) in order to say the date.
- Attempt to describe the position of the planets (near, far etc) and describe some of their characteristics (colour, size, hot/cold
- Explore names of French speaking countries around the world and describe some of their features e.g. animals, weather and landscape e.g. beach, mountains.

Communication, Language and Literacy:

We will be developing our knowledge and understanding of the key features of the following genre:

- Journalistic writing
- Biography and Autobiography – Neil Armstrong
- Extending Narrative
- Persuasive texts – visit our country
- Recount

Mathematical Development:

Appropriate to pupil progress-see expectations for year group

Pupils will continue their program of work according to their ability. Key next steps in learning will be shared at parents evening.

Science:

Earth, Sun and Moon:

We will:

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Forces in Action

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (investigation: does water the mass of an object? Let's Science Book)
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces (investigated the effect of air resistance on parachutes)