

Music

K2M Violins

Hooks

Sodium carbonate volcano.

Art & DT

Model volcano

MFL

See SD planning.

RE

What are the rules?

PE

1. Team Building Games
2. Tag Rugby

History/Geography

Volcanoes, Earthquakes and Tsunamis

KS2 Geography: pupils to be taught physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Topic Title/Term

Volcanoes, Earthquakes and Tsunamis

Autumn 1
(2016)

Science

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Computing

See LS planning.

PSHE

- Working as a team
- Rules & laws

Science: Rocks

Learning Challenge 1

Learning Obj:

Compare different types of rocks.

Challenge description

Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and man-made rocks.

Learning Challenge 2

Learning Obj:

Make systematic and careful observations.
Group rocks based on their properties.

Challenge description

Making systematic and careful observations by examining different types of rocks.
Group together different kinds of rocks on the basis of their simple physical properties in the context of natural rocks.

Learning Challenge 3

Learning Obj:

Explain how fossils are formed.

Challenge description

Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to.

Learning Challenge 4

Learning Obj:

Explain Mary Anning's contribution to palaeontology.

Challenge description

Identifying changes related to simple scientific ideas in the context of theories about fossils.

Learning Challenge 5

Learning Obj:

Explain how soil is formed.

Challenge description

Recognise that soils are made from rocks and organic matter by explaining how soil is formed.

Learning Challenge 6

Learning Obj:

Observe carefully and systematically.
Present my findings using scientific vocabulary.

Challenge description

Making systematic and careful observations in the context of investigating the permeability of different soils.
Recording findings using simple scientific language. Reporting on findings from enquiries, including presentations of results and conclusions. Children will present their findings using the key science vocabulary for this lesson

History / Geog: Volcanoes, Earthquakes and Tsunamis

Learning Challenge 1

Learning Obj:

What causes a volcano to erupt and which are the famous volcanoes in the world?

Challenge description

Research volcanoes in the world and pin point them onto a world map. Explanation text of how a volcano erupts. Historical timeline of eruptions in Europe and largest around world.

Learning Challenge 2

Learning Obj:

How do volcanoes impact on the lives of people and why do people choose to live near them?

Challenge description

Create a range of questions they would like to ask an Icelandic child. Diary of a volcano eruption victim.

Learning Challenge 3

Learning Obj:

How can we recreate an erupting volcano? (What does the inside of a volcano look like?)

Challenge description

Art project throughout the half term.

Learning Challenge 4

Learning Obj:

What causes an earthquake (and a tsunami) and how are they measured?

Challenge description

Research earthquakes and tsunamis and write about them in a Learning Challenge journal. Explanation text of how an earthquake occurs. NCR of Boxing Day tsunami in Sri Lanka 2004.

Learning Challenge 5

Learning Obj:

Who experiences extreme weather in our country?

Challenge description

Link with children who have experienced flooding. The River by Valerie Bloom (poem) rewrite.

Learning Challenge 6

Learning Obj:

Which countries have experienced earthquakes and tsunamis in your life time?

Challenge description

Locate plates lines and area of earthquakes on map. Historical timeline of quakes around the world since 2008 or 1982 – Bar chart activity.

RE: What are the rules?

Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

1. Why are rules important?	3. Can we retell the story of Moses and the ten commandments (one story)?	5. What are moral values?
2. What are the rules or precepts for two religions represented in our community?	4. Can we retell a story from another religion about rules or guidance on how to live and how to respond to others?	6. Can we compile our own list of moral rules?