

**Music**  
Oceans, Seas & Rivers

**Hooks**  
Save Sheldon!

**Art & DT**  
Monet & Boats

**MFL**  
*See SD planning.*

**RE**  
5 Pillars of Islam

- PE**
1. Football (Aston villa)
  2. Gymnastics

- History/Geography**  
**Rivers**
- ✓ Name and locate many of the world's major rivers on maps?
  - ✓ Explain why people are attracted to live by rivers?
  - ✓ Explain how the water cycle works?

Topic Title/Term  
**Raging Rivers**  
Spring 1  
(2017)

**PSHE**

**Computing**  
Scratch

- Science**  
**Properties and Changes to Materials**
- ✓ Compare and group together everyday materials on the basis of their properties
  - ✓ Dissolving
  - ✓ Solubility
  - ✓ Separating materials through filtering, sieving, evaporating
  - ✓ Reversible & Irreversible change

## **GEOGRAPHY: River**

### **GEOGRAPHICAL KNOWLEDGE**

*Can they name and locate many of the world's major rivers on maps?*

### **HUMAN GEOGRAPHY**

*Can they explain why people are attracted to live by rivers?*

### **PHYSICAL GEOGRAPHY**

*Can they explain how the water cycle works?*

### **GEOGRAPHICAL ENQUIRY**

*Can they find possible answers to their own geographical questions?*

## **SCIENCE: Properties & Their Materials**

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

## **ART: Claude Monet**

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

*produce creative work, exploring their ideas and recording their experiences*

- Look closely at some of the River Thames series of paintings by the French artist Claude Monet, thinking particularly about his use of light and colour to create an impression.
- Learn some facts about the life and work of Claude Monet.
- Mix and match colours from Monet's work and record this in sketchbooks.
- Use the 4 predominant colours to paint their own version of one of Monet's River Thames paintings.
- Discuss and evaluate their own work and that of others.
- Understand how the term "Impressionist" came about and what it means in art.
- Paint a scene in impressionist style using a variety of taught techniques to help them.
- Understand the importance of light and colour in Monet's paintings and why he loved to paint en plein air.

## **DT**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

## **MUSIC**

- listen with attention to detail and recall sounds with increasing aural memory
- 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

## **PE**

- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.