

MAIN DRIVER (eg Science/Hist/Geog)
Food Chains - construct and interpret a variety of food chains, identifying producers, predators and prey
Living things - recognise that living things can be grouped in a variety of ways ♣ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
♣ recognise that environments can change and that this can sometimes pose dangers to living things.

NUMERACY
Following White Rose Spring 2018:
Written and mental methods for multiplication and division; Fractions of amounts and equivalent fractions; Area and perimeter; Decimals

WOW/IMMERSION
The Deep
12th January

Mini outcome 1
Watercolour artwork of marine life

PE
PPA with SS

Mini outcome 2
Marine life factfile

Science/Hist/Geog (when not the main driver)
Science: states of matter
compare and group materials together (solids, liquids or gases) ♣ observe that some materials change state when heated or cooled, and measure/research temp at which this happens (°C) ♣ identify part played by evaporation and condensation in the water cycle and associate rate of evaporation with temp.
Geography: describe and understand rivers and the water cycle
Geog: Describe and understand climate, rivers and the water cycle

Mini outcome 3
Journey of a fish narrative

LITERACY
Writing: stories, informational leaflets, explanation texts, investigations, recount, letter, persuasion
Reading: listening to and discussing a wide range of fiction, poetry, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ discussing words and phrases that capture the reader's interest and imagination ;
drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these

Mini outcome 4
States of matter and water cycle animation

NOVEL STUDY
"Until I met Dudley"
Then:
"drop around the world"
by Barbara Shaw
McKinney – poetry using scientific vocab and detail for water droplet's journey

SPAG
conjunctions, adverbs and prepositions to express time and cause; extending the range of sentences with more than one clause by using a wider range of conjunctions ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech;

CREATIVE
- Claude Monet watercolours
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials

Mini outcome 5
Droplet's journey under the sea narrative

MAIN OUTCOME
Design a way to survive underwater, choose where to live and why.

PSHE
Following issues that arise in class, could be linked to bullying from online bullying and online safety lessons

ICT
use search technologies effectively, appreciate how results are selected and ranked, and evaluate digital content ♣ select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information