



Wild, Wild World – Term 3

Synopsis:

Synopsis: Children develop their understanding of natural disasters, in particular storm damage, flooding and earthquakes, reading a book that is set during Hurricane Katrina in New Orleans.

In Science, children understand the forces of gravity, friction and air resistance.

In Geography, children compare the Tunbridge Wells area with New Orleans and study the causes and effects of hurricanes and earthquakes.

In Art, children will study sculpture.

In D&T, children study real-life examples of seismographs and use design skills to create their own prototypes.

In music, children are inspired by the jazz of New Orleans to create their own compositions.

In Computing, children consider aspects of staying safe online.

Geography

Learning Sequence:

Compare Tunbridge Wells Area with New Orleans.

Earthquakes - what causes them and what happens when they occur.

Locational Knowledge

Locate majority of world's countries & cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features

Human & Physical Geography

Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)
Understand the interaction between physical and human processes and features

Place Knowledge

Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically

D&T

Learning Sequence:

Explore how earthquakes are measured using seismographs.

Design and make a seismograph prototype.

Improve the design.

Design

Use research to inform design and generate own design criteria
Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing

Evaluate

Investigate and analyse a range of existing products that address real / relevant problems, in a range of relevant contexts
Generate own design criteria and evaluate ideas and products against these

Technical Knowledge

Construct more complex structures by applying range of strategies in order to solve real / relevant problems

	Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages)
Make	<ul style="list-style-type: none"> According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes
Art	
Learning Sequence: Paper Sculpture Create multi-section sculpture made of paper which shows different aspects of a hurricane.	
Media & Materials	In sculpture, combine visual and tactile qualities Capture artistic process in sketch book
Skills	Improve mastery of art/design techniques with wide range of materials
Learning Sequence: Online search - skills for retrieving and manipulating images (Windows Snip, copy and paste, re-sizing) Online Safety Day (February 8th)	
Music	
Learning Sequence: Listen to and perform jazz from New Orleans - 'When the Saints Come Marching In', Louis Armstrong Play chords for 'When the Saints Come Marching In' Compose by improvising - scat singing and using melodic instruments	
Composing	Compose, capture and record music to evoke a specific atmosphere using chords Improvise freely using tuned percussion / melodic instruments, with range of dynamics
Listening	Listen with attention to detail to combination of high-quality recorded and live music Appreciate and understand music from range of origins, traditions, historical periods and social contexts Evaluate and discuss music using increasing complex language
Science	
Learning Sequence: Forces Gravity - Measure gravitational force (weight) acting on classroom objects using a force meter. Friction - Investigation to determine shoe grip. Friction - Design and carry out investigation to measure friction on different surfaces. Air resistance - Investigation to measure effect of air resistance on falling paper (unfolded and folded).	
Make Observations	Independently decide which observations to make
Perform Tests	Recognise and control variables where necessary
Ask Questions	Use science experiences to plan different types of enquiry

Gather Data	<p>Record data/results of increasing complexity using diagrams, classification keys, tables, bar and line graphs</p> <p>Report and present findings from enquiries, examining causal relationships and reliability of results</p>
Analyse Data	Use test results to make predictions to set up further tests (comparative/fair)
Use Equipment	Take measurements using a range of scientific equipment with accuracy and precision
Writing	
<p>Learning Sequence:</p> <p>Text: A Storm Called Katrina, Myron Uhlberg</p> <p>Use text, and other poems, to gather exciting language to use in own poetry.</p> <p>Create descriptive storm poem.</p> <p>Difference between fact and opinion.</p> <p>Narrative - Write a short story to describe what happened to the book's main character after he had reached the stadium.</p> <p>Investigate journalistic writing style, and write a news report on Hurricane Katrina.</p> <p>Write a narrative about a natural disaster.</p>	
Language & Vocabulary	<p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Become familiar with the language of writing eg figurative language, imagery, style and effect</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading/books</p> <p>Use dictionaries (and thesauruses) to check meaning of new words/language</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p>
Plan, Draft, Edit & Evaluate	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Use further organisational and presentational devices to structure text</p> <p>Identify audience and purpose when writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Use a wide range of cohesive devices within sentences and between ideas/paragraphs</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p>
Grammar & Punctuation	<p>Use relative clauses with relative pronouns who, which, where, whose, that, when</p> <p>Build cohesion within a paragraph</p>

	<p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Indicate parenthesis using brackets, dashes and commas</p> <p>Use commas to clarify meaning/avoid ambiguity</p>
Text Structure & Features	<p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text</p>
Transcription	<p>Use a thesaurus to look for suitable synonyms</p> <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>
Reading	
<p>Learning Sequence:</p> <p>Questioning</p> <p>Use questioning to gain greater understanding of texts.</p> <p>Inference</p>	
Word Reading	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p>
Comprehension	<p>Ask questions to improve understanding of text</p>