

Year: 4 Topic: Our Explosive Earth			
Big question:		Hook task:	
PSHE focus:		Review task and presentation:	
Experiences/ shared learning:			
<p>Geography NC aims/objectives:</p> <ul style="list-style-type: none"> •explain how volcanoes are created. •name some of the world’s most famous volcanoes. •describe how earthquakes occur. •use correct geographical language such as tectonic, plates, shelf, mantle, core, magma, lava. •describe the different elements that form the Earth. <p>Key vocabulary:</p> <ul style="list-style-type: none"> • volcano • magma • earthquake • tectonic plates • shelf • mantle • core • lava 	<p>Art and Design NC aims/objectives:</p> <ul style="list-style-type: none"> • sculpt clay and other mouldable materials. • create 3D art pieces. • recognise use of shape, form and space in pieces of art. <p>Key vocabulary:</p> <ul style="list-style-type: none"> • sculpt • sculpture • mouldable • mailable 	<p>Science NC aims/objectives- <i>States of matter:</i></p> <ul style="list-style-type: none"> •compare and group materials together, according to whether they are solids, liquids or gases •observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) •identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Key vocabulary:</p> <ul style="list-style-type: none"> • solid • liquid • gas • celsius • evaporation • condensation 	<p>English:</p> <ul style="list-style-type: none"> • Explanation • Persuasive leaflet • Letter – persuasive
	<p>Design Technology NC aims/objectives- <i>Volcano structure:</i></p> <ul style="list-style-type: none"> • use ideas from other people when designing • preserve and adapt work to alter the original idea • explain how I have improved my original design. <p>Key vocabulary:</p> <ul style="list-style-type: none"> • permanent • temporary • annotated sketches • properties • information 		

Standalone subjects

<p>Maths:</p> <ul style="list-style-type: none"> • Place value • Addition and subtraction 	<p>French- <i>I am able to- 'je Peux':</i></p> <ul style="list-style-type: none"> • recognise, remember and spell 10 action verbs in French. • use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). • attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but) 	<p>RE- <i>Personal Responsibility:</i></p> <p>How might your worldview lead you to do hard things for good reasons?</p> <p>Key vocabulary for discussion:</p> <ul style="list-style-type: none"> • Sacrifice • Tzedakah • Fasting • Zakat • Sawm • Pilgrimage • Ramadan • Hajj • Lent • Non-violence • Charity • Worldview • Resist • Sacred
<p>PE- <i>Social:</i></p> <ul style="list-style-type: none"> • I can help, praise and encourage others. • I show patience and support others, listening carefully to them about our work. • I am happy to show and tell others about my ideas. 	<p>Computing- <i>Computing Systems and Networks:</i></p> <ul style="list-style-type: none"> • describe how networks physically connect to other networks • recognise how networked devices make up the internet • outline how websites can be shared via the World Wide Web (WWW) • describe how content can be added and accessed on the World Wide Web (WWW) • recognise how the content of the WWW is created by people • evaluate the consequences of unreliable content 	
<p>PSHE- <i>Celebrating Difference:</i></p> <ul style="list-style-type: none"> • assumptions that people make and why • how you could become influenced to make an assumption • what to do if I think someone is being bullied • being a witness to bullying and the impact of this • how I am special and unique 	<p>Music- <i>Recycling:</i></p> <ul style="list-style-type: none"> • making instruments • performing verse and chorus structure • interpreting notation • improvising • understanding ABA structure • performing repeating rhythms • chanting in three parts • exploring sounds • performing rondo form 	