# Science - Rocks, Soils & Fossils

Tasc: To demonstrate the processes involved in an active volcano.

### Pupils should be taught:

 $\ensuremath{\cdot}\ensuremath{\mathsf{To}}$  recognise that soils are made from rocks and organic matter.

\*Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

#### Additional Information

Sorting and classifying rock types. Testing properties of rocks. Analysing differences in soil types.

# <u>RE:</u>

Following the Manchester agreed syllabus

Why are festivals important to religious communities?

# <u>Computing - Coding and</u> Programming

#### Pupils Should be taught:

•To design, write and debug a program.

•To use sequences, selections and repetitions in programmes.

•To predict and test the results of a sequence of instructions.

#### Additional Information

Writing algorithms to give directions between volcanoes.

Debugging algorithms for escaping an erupting volcano.

# <u>Art / DT</u>

#### Tasc - To create a working model of a Volcano.

#### Pupils should be taught:

\*To select from a wider range of tools and equipment to perform practical tasks.

\*To generate develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

#### Additional Information:

Children are to develop a range of skills and strategies to create a working model of a volcano.

Children will test materials for their suitability.

# Volcanoes

Autumn Term

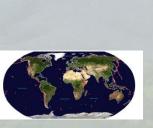


## Mathematics

Following Primary Framework and linking with volcanoes: -

Coordinates – Plotting the worlds volcanoes on a map.

Shape Identifying pyramids, cones and other 3D shapes.



# <u>Geography</u>

Tasc: To develop a learning resource about the world's volcanoes.

#### Pupils should be taught:

•To locate the world's countries, using maps to focus on Europe and North and South America.

•To describe and understand key aspects of physical geography, including climate zones:, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

### Additional Information:

- Teutonic Plate Theory

- Locating volcanoes
- •Describing the volcanic process.
- •Pangaea and the evolution of the physical world.

## <u>English</u>

Following Primary Framework and linking with Volcanoes through:

Instructions – Making a model volcano.

Shakespeare – The Tempest

Shape Poetry – volcanoes and descriptive language play.

# **Go-Givers**

- Peer Pressure: It's Your Choice

- The Two Brothers

# Music:

Follow Manchester Scheme: Controlling voice/instrumentsdynamics/ tempo Reading / writing notation – crotchets, crochets breaks, quavers. Phrasing – ostinato / drone

# Outdoor Games:

To pass and move using games specific equipment.

# Dance:

To explore clear differences between dancing on the spot and travelling. Volcano movement dance.

# <u>Gym</u>

Link together pairs of actions showing that one action is slower than the other.