

Key Learning

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| 1 | Natural Disasters and the effect of the earth's core. | |
| 2 | Volcano- how are they created? | |
| 3 | Tectonic plates and how they contribute to natural disasters | |
| 4 | Tsunamis- how are they created? | |
| 5 | Earthquakes- how are they created? | |
| 6 | Where are the majority of volcanoes located? | |
| 7 | The history of Pompeii and Mount Vesuvius. | |
| 8 | Longitude and latitude in relation to the equator | |
| 9 | Societies that live alongside active volcanoes/earthquake zones | |
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Key People/Places/Facts

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| 1 | Tsunami | Giant wave caused by tectonic shifts/under water volcanoes |
| 2 | Earthquake | Caused by tectonic shifts. |
| 3 | Volcano | Caused by tectonic shifts |
| 4 | Pompeii | The society wiped out by Mount Vesuvius eruption |
| 5 | Tectonic Plates | How many there are, where they are located, how the world has changed. |
| 6 | The Ring of Fire | The location of the most amount of volcanoes in the world. |
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| 10 | | |

Vocabulary

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|--|----------------|------------|--|
| | Tsunami | decrepit | |
| | Earthquake | Stricken | |
| | Volcano | Exhaustion | |
| | Eruption | Tidal | |
| | Tectonic | Lava | |
| | Pompeii | Funnel | |
| | Mount Vesuvius | crust | |
| | Longitude | | |
| | Latitude | | |
| | | | |

Big Questions

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|---|--|--|
| 1 | Would you live in a society that experiences with natural disasters? | |
| 2 | How do we deal with loss in different forms? | |
| 3 | Should there be only one religion for everyone? Why or why not? | |
| 4 | What emotions would you experience during a natural disaster? | |

ENGLISH

Reading:

Bug Club

- To read a range of texts and make inferences, creating developed answers after a class discussion.
- Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.

Writing:

Big writing Opportunities:

- Newspaper report about a natural disaster
- Plan, write and deliver a play script.
- Poetry: Wildlife haikus

Short Writing Opportunities

- Recount of the Wigan Warrior's mascot's half-term.

Grammar

- Apostrophes for possession
- Use commas after fronted adverbials.
- Use adverbs to modify verbs.

ENRICHMENT

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Year: 4
Term: Spring 2
Theme: Natural Disasters

SCIENCE

- 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.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- Explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container).
- Observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.
- Observe and record evaporation over a period of time.

MATHS

- Measurement – recognising Km, M, Cm, Mm.
- Using cm and m to measure perimeter.

- Measuring area of a range of shapes including rectangles

- Fractions
- Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators
- Count in fractions greater than 1
- Count on and back in steps of unit fractions
- Recognize and show, using diagrams, families of common equivalent fractions- using fractions of a shape initially.
- Add and subtract fractions with the same denominator (using diagrams)
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
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ART & DESIGN

Art - Craft and design: The fabric of nature.

MUSIC

Charanga

PE

WLSP -

Jigsaw - Celebrating Differences

PSHE- Piece 5 JIGSAW- bullying, relationship skills, dealing with loss, dealing with jealousy.

RE - Christianity and forgiveness

COMPUTING

Purple Mash- spreadsheets, gathering data, laying out spreadsheets correctly.

