Week 1: What is the Earth made of?
English: **Historical narrative: IMMERSE**
Geography: LO: I can understand the structure of the Earth and how the tectonic plates move.
Children will learn about the Earth's layers and how moving tectonic plates cause natural events like earthquakes, volcanoes, and mountain formation, using models and visuals to help them understand.

Week 2: Why are some places more likely to experience earthquakes and volcanic eruptions than others?
English: **Historical narrative: IMMERSE. PLAN. DO**
Geography: LO: I can identify where earthquakes and volcanoes occur, with a focus on the Ring of Fire and its significance.
Children will learn where and why earthquakes and volcanoes happen, explore the Ring of Fire on a world map, and use models and maps to understand how moving tectonic plates cause these natural events around the world

Week 3: Anti-Bullying Week
PSHE: Anti-Bullying sessions.
English: **Historical narrative: DO. REVIEW.**

Week 4: Assessment Week How and why do volcanoes form and erupt?
English: **Historical Narrative: REVIEW – publish. Persuasive Advert: IMMERSE.**
Geography: LO: I can explain how volcanoes are formed and why they erupt
Children will learn how volcanoes form at tectonic plate boundaries, explore their main parts and types, and use models to see how pressure causes eruptions like those that happen in real life.

Week 5: How do natural disasters affect the people who experience them?
English: **Persuasive Advert: IMMERSE. PLAN.**
Geography: LO: I can understand the negative effects of earthquakes and volcanic eruptions on people's lives.
Children will explore how natural disasters like earthquakes and volcanic eruptions affect people and communities, causing damage, loss, and emotional impact, and will use real examples to understand their short- and long-term effects.

Week 6: Why do people choose to stay in areas at risk of natural disasters?
English: **Persuasive Advert: DO. REVIEW**
Geography: LO: I can understand the benefits of living near a volcano
Children will learn that volcanoes can have positive effects too — providing fertile soil for farming, geothermal energy for power, tourism opportunities, and valuable natural resources that support local economies.

Week 7: What have we learned about earthquakes and volcanoes?
English: **Persuasive Advert: REVIEW**
Geography: LO: I can summarise how volcanoes and earthquakes shape the lives of those living near them.
Children will bring together their learning about how earthquakes and volcanoes occur.



What happens when the Earth shakes or volcanoes erupt?

English

Genres:

- Historical Narrative
- Persuasive Advert

Reading Fluency
Queen of Darkness





Maths

- Area
- Multiplication and Division
- Revision: Number, place value, addition and subtraction.



Science – Animals Including Humans

- Describe the simple functions of the digestive system in humans.
- Identify different teeth in humans and name their functions.
- Know how to keep my teeth healthy
- Identify and compare teeth of carnivores, herbivores and omnivores.
- I can construct and interpret a variety of food chains identifying producers, predators and prey by examining animal faeces
- I can identify animal habitats in the locality and observe what they eat



Computing – The internet

- Connecting networks
- What is the internet made of?
- Sharing information
- What is a website?
- Who owns the web?
- Can I believe what I read?



PE – Invasion Games 2 (Outdoor)

- Passing and receiving
- Defending
- Identifying scoring zones

PE – Swimming



Religious Education – For Christians, when Jesus left; what was the impact of Pentecost?

- Make clear links between the Story Of Pentecost and Christian beliefs about the Kingdom Of God' on earth.
- Give examples Of What Pentecost means to some Christians now.
- Describe how Christians show their beliefs about the Holy Spirit in worship.
- Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today. giving good reasons for their ideas.

PSHE – Valuing differences

- Define the terms 'negotiation' and 'compromise'.
- Identify, list and describe some of the ways that people are different to each other (race, culture, beliefs, traditions, celebrations, gender, religion).
- Identify examples of stereotypes, including those promoted online or in the media.
- Identify different types of relationships (such as friends, family members, carers and acquaintances) and explain how these relationships can differ.
- Recognise that they have the right to protect their personal body space.
- **Anti-Bullying Week – 'Break the Silence'**

Art – Seasonal Art

Design Technology – Mechanical cars

- Measure and compare the distance travelled by different mechanical cars.
- Choose and use appropriate tools and materials to make mechanical cars.
- Draw exploded diagrams and annotated sketches of my different mechanical cars.
- Use a problem statement to identify the design criteria.
- Assess the product against the design criteria.

MfL – Spanish: Presenting myself

- Use greetings and describe feelings with muy.
- Ask and answer ¿Cómo te llamas?.
- Recall and pronounce numbers 1–20.
- Ask and answer ¿Cuántos años tienes?
- Ask and answer ¿Dónde vives? with simple adjectivals

Music – Ukulele (wider opportunities)

- Develop co-ordination between two hands.
- Develop understanding of rhythmic, chord box and TAB notation. Be able to perform from notation.
- Perform chords on the Ukulele. (C, C7 Am and F Em, G). Be able to move between chord shapes.
- Sing and play the Ukulele at the same time.
- Understand the difference between strumming (Chords) and picking (TAB) and be able to perform both.
- Perform as an ensemble and to an audience as part of a concert.