

<p>PE</p> <p>I can link actions and perform short dance routines</p> <p>I can describe and make suggestions to improve dance routines</p> <p>I can link actions to make dance phrases with a group</p> <p>I can structure and perform dances following a sequence</p> <p>I can show imaginative responses to stimuli through choice of interpretive movement and with expression</p>	<p>Geography / History</p> <p>I can explain tectonic processes, in convergent, divergent and transform boundaries.</p> <p>I can locate and name continents and countries on a world map or atlas.</p> <p>I know and understand geographical similarities and differences of physical and human geography.</p> <p>I understand the key aspects of volcanoes.</p> <p>I know how the areas I have studied relate to other historical periods studied.</p>	<p>Computing</p> <p>I know that malware is software designed to disrupt, damage or gain access to a computer.</p> <p>I know the importance of considering the reliability of sources for information I find on the internet.</p> <p>I can structure search queries to locate specific information.</p> <p>I understand how animations are created using frames.</p> <p>I can use 2 Animate to create a simple animation.</p>
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Dance – CSSP Let’s Dance units 😊	Volcanoes – Location of the tectonic plates / significant volcanoes / formation of volcanoes. History – Case Studies of Mount Vesuvius and St Helens	Purple Mash Unit – Coding Animations – Using 2 Animate & Online Safety (search results)
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<p>Art</p> <p>I can use a range of mediums, such as chalk, wax and pencils to experiment with blending, shading and creating textures.</p> <p>I know that collages consist of different layers of materials and different textures combined to produce a final image.</p> <p>I can use a simple animation tool to create a short animation clip.</p> <p>I know that to develop a short animation clip, it requires many frames.</p>	<p>Music</p> <p>I can improvise using repeated patterns of vocals with increasing accuracy and rhythm.</p> <p>I can modulate and control my voice when singing and pronounce the words clearly.</p> <p>I can choose sounds to create an effect on the listener.</p>	<p>Science</p> <p>I know that vibrations from sounds travel through a medium to the ear.</p> <p>I know that sounds get fainter as the distance from the sound source increases.</p> <p>I can identify and find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I can identify and find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p>PSHE</p> <p>I can tell you about some of my hopes and dreams</p> <p>I understand that sometimes hopes and dreams don’t come true and that this can hurt</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>I know how to make a new plan and set new goals even if I have been disappointment</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p>
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Drawings / Sketches of Mount Vesuvius	Charanga – STOP (Rap)	Sound	Jigsaw – Hopes and Dreams
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<p>DT</p> <p>I can identify hazardous symbols on household products and school equipment.</p> <p>I can create a labelled diagram, considering all the elements I need to combine.</p> <p>I can make a working volcano.</p> <p>I can use papier-Mache to make a simple structure.</p>

Working Volcano / Paper Mache model



Errington Primary School
Work to the Best

TOPIC WEB
YEAR 4

VOLCANOES

<p>Resource implications</p> <p>Papier Mache materials</p> <p>Squares of coloured paper for collaging</p>

<p>Trips/experiences</p> <p>VR / Immersive experience of volcano (e.g. Mount Vesuvius)</p>
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