
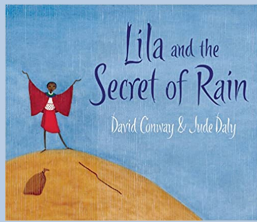
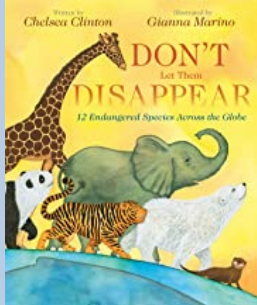

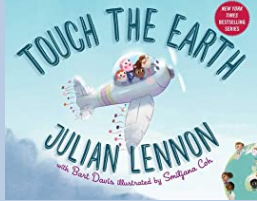


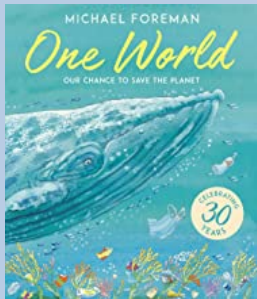


Our Topic	Our learning	Aspects of the 2014 national Curriculum we will cover	Questions we might answer	Books we may read	How we will enrich our learning further...
<p>Spring Term 2021</p> <p>Climate</p> <p>Reminds us of our responsibilities to our planet and the impact of our lifestyles on it.</p> 	As historians we will study historical figures.	<ul style="list-style-type: none"> KS1 - holidays and how they have changed - explore seaside towns - Sherringham, Yarmouth and how the Summer holiday has changed. KS2 - Climate Change Activist over time- Greta Thunberg 	<ul style="list-style-type: none"> Does Sherringham look the same now as it would have when our parents were young? How have holidays changed over the past 20 years Will Greta Thunberg be remembered in 20 years time? What other people have had an impact on climate change? How? 		<p>Trip to Sherringham</p>
	As geographers we will	<ul style="list-style-type: none"> KS1 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles KS2 - physical geography, including: climate zones and biomes Link to human geography and settlement - the impact that has on the environment and climate Distinguish between 'weather' and 'world climate' 	<ul style="list-style-type: none"> How does the weather change through the year in England? Is the climate the same throughout the world? Why not? What is a biome? Is it affected by a change in climate? What impact do humans have on the environment? Is it always negative? 		<p>Trip to the Broads, a beach, a woods to recreate Land Art in the style of Andy Goldsworthy</p>
	As scientists we will	<ul style="list-style-type: none"> KS1 - Observe and discuss seasons, describe weather associated with each season. What do plants need to grow/how do they grow in different climates? KS2 - have a clear understanding of what 'climate change' means Explore the 'greenhouse effect' and steps that can be taken to reduce it through renewable energy sources Create science investigations to consider fair testing. 	<ul style="list-style-type: none"> What are the 4 seasons? How does the weather change according to the season? Can the same plants grow in every climate? What is a renewable source? What is a solid, liquid, gas? Is it fair? 		<p>Put on an art display for family to visit. Art and Display morning 22 January</p>
	As artists and designers we will	<ul style="list-style-type: none"> Explore the work of Andy Goldsworthy land art and sculpture and Maria Cardoso and recreate pictures and sculptures inspired by their work. Identify an everyday project which could be more environmentally friendly, plan and design a better product. Look at work of O'keeffe. Especially think about her Mexico landscapes, & enlarged flowers, 	<ul style="list-style-type: none"> How can you recreate some of Andy Goldsworthy's sculptures using natural materials? What material that would be considered rubbish could you use to create a sculpture? Can you describe the patterns created in his pathways? Is this good for our environment? How could it be improved? O'Keeffe: How climate impact upon landscapes. Re-create her work. 	 	<p>Publish our computing presentations to a wider audience - local press, other schools, local businesses.</p> <p>Organise a 'beach school day' linked to art. Include a 'beach clean up' part to the day.</p> <p>Music morning 9th February</p> <p>World Book Day 3rd March</p>

	As musicians we will explore	<ul style="list-style-type: none"> • KS1 andKS 2 • -Listening and responding to Vivaldi's 4 seasons • -Using sounds from nature to make our own compositions • - Responding to Eunadi's Elegy for the Arctic • KS2 • Responding to the lyrics of modern music , reflecting on the meaning of the lyrics and creating their own -Counting Crows - Put up a parking lot • - midnight oil - parking lot • - Louis Armstrong - Wonderful world 	<ul style="list-style-type: none"> • Can you match the way the music changes in 'Elegy for the arctic' to what is happening around him in the video? • Can you create your own composition to tell a story about something that is happening to our environment. • Can you collect sounds from nature to make a piece of music? • When you listen to how does it make you feel? Why? Do you think the composer wanted you to feel this way? • Which are the most powerful lyrics in . . . ? Why do you think that? 	 	<p>Red nose day March 12th - link to raising awareness of the impact of climate change on livelihoods.</p> <p>https://www.anglianwater.co.uk/in-the-community/schools/learning-at-home/</p> <p>Anglian Water sessions to support using water wisely</p> <p>May no longer be online as were published during C19 lockdown</p>
	As computer scientists we will	<ul style="list-style-type: none"> • Use powerpoints and video to present our ideas to a wider audience. • Explore how computers help with the battle for the environment. • Be aware of the need for E safety and promote this in all we do. 	<ul style="list-style-type: none"> • Can I add graphics to my presentation? • Is there a way I can use video to get my message across? • How can I include sound? • What data can I gather from this product? • How can I use this data to improve things? 		
	As readers we will gain inspiration from	<ul style="list-style-type: none"> • Don't Let Them Disappear • Bee and Me by Jay Alison • The Great Kapok Tree by Lynne Cherry • Touch the Earth by Julian Lennon • Follow the Moon by Philippe Cousteau • The Lonely Polar Bear by Khoa Lee • One World by Michael Foreman • The Poem 'Dreamer' By Brian Moses • Lila and the Secret of Rain by David Conway • The Colour of Home by Mary Hoffman 	<ul style="list-style-type: none"> • Where do authors get their inspiration from? • How does reading shape my thinking about the world I live in? • Does reading inspire my writing? • Do different people take different messages from the same book? • How do the illustrations support the (message of) the text? 		
	As theologians we will	<p>Enquire into</p> <ul style="list-style-type: none"> • the beliefs, teachings and practices of Christianity, other principal religions, other religious beliefs and worldviews • the influence of beliefs, values and traditions on individuals, communities, society and the world • the nature and demands of ultimate questions relating to religious and moral issues 	<p>KS1</p> <ul style="list-style-type: none"> • Why does Easter matter to Christians? • What do my senses tell me about the world of religion and belief? <p>LKS2</p> <ul style="list-style-type: none"> • Why do Christians call the day Jesus dies "Good Friday"? • What is philosophy? <p>UKS2</p> <ul style="list-style-type: none"> • What did Jesus do to save human beings? • How does religious belief affect the way Hindus live their lives? 		