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| **History**  Article 17: Every child has the right to reliable information.  **As historians we will…**  Use different sources to research each of the bridges on the River Severn loop around Shrewsbury.  Answer the question, “Why did people decide to settle in Shrewsbury?” | **Science**  Article 29: education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child’s respect for the environment.  **As scientists we will… Make a field study of the Rea Brook.**  Be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird from the Rea Brook.  Be able to describe the reproduction of a plant and an animal observed at Rea Brook.  Know that some materials will dissolve in liquid form to a solution, and describe how to recover a substance from a solution. | | | | | | | **Geography**  **Article 1:** Everyone under the age of 18 has rights (Children should learn that all children everywhere have the same rights).  **Article 7:** Every child has the right to a nationality.  **Article 29:** education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child’s respect for the environment.  **As geographers we will…**   * Use our map Skills to locate rivers in the UK and worldwide naming the counties, countries and continents where they can be found. * Looking at the physical features of rivers, and the role of the Water Cycle. * Ask why do people live near rivers. * Carry out fieldwork in the local environment– making observations, measurements and recording data using a variety of methods and digital technologies. |
| **Literacy – Class Novel:**  **As readers we will… read “ The Water Horse” and**  **“The Wizards of Once.”** | | | | | | |
| **French**  **As learners of French we will sing and speak about…**   1. Ourselves 2. Colours and Numbers 3. Days and Months 4. Classroom objects 5. Genders in nouns and adjective agreement 6. Christmas |
| **Wild Waters** | | | | | | |
| **Super Start:**  To launch this theme we will carry out a science investigation to separate salt from a solution to model the “Water Cycle.” | | **Local Link:**  **To maintain the children’s interest and use local links we will make a field visit to the Rea Brook.**  **Rea Brook and River Severn Loop around Shrewsbury.** | | | **Fab Finish:**  To complete our studies we will visit Shrewsbury. We will follow the river path and study the different bridges around the River Severn loop in Shrewsbury.  The children will design and make their own bridge in a bridge building day. | |
| **PE**  Article 6: every child has the right to life. Governments must do all they can to make sure children survive.  Article 23: A child with a disability has the right to live a full decent life and play an active part in the community. Governments must do all they can to provide support for disabled children.  Article 24: every child has the right to good health.  **As team players we will…**  practice skills for hockey, football and netball then play each game.  **As athletes we will…**  Practice our swimming techniques and skills. |
| **Art**  Article 29: Education must develop every child’s personality, talents and abilities to the full.  **As artists we will…**   1. Make pencil sketches on our visit to Rea Brook. 2. Develop our colour and paint techniques through water studies. 3. Make natural colour palettes. 4. Use Monet’s “Waterlilies” to inspire our own paintings. 5. Take photographs of the bridges of Shrewsbury.   Develop our photos by adding paint, pastels and fabric to create a piece of art. |
| **Narrative Influences** | **Non-Fiction** | | | **Poetry** | | **Communication** |
| **As writers we will…**  Write setting for a river adventure. | **As writers we will…**  Write an explanation of the journey of the River Severn.  Write a newspaper report on the sighting of the Rea Brook monster! | | | **As writers we will…**  Write journey poem. | | **As speakers we will…**  Debate the need to protect our wildlife and environments- research how Shropshire Wildlife works. |
| **Music**  **As musicians we will…**  Learn and perform Harvest and Christmas songs .  Sing in rounds and simple harmony, recognising changes in pitch, tempo and dynamics.  Listen and respond to live & recorded music, eg: the journey of the River Vlatava, by Smetana. |
| **Maths**  **As mathematicians we will…**  **Number**  Study place value,  addition  and  subtraction.  **Statistics**  Study data gathering,  recording,  presenting and analysis. | | | | **D&T: Structures**  Article 24: All children have the right to good health. Governments must work to provide clean water and nutritious food so that children can stay healthy.  Article 27: Every child has the right to a standard of living that is good enough to meet their physical needs. Governments must help families that cannot afford this.  **As design technologists we will** Design and make a bridge to present to the Shrewsbury planning Department. | | |
| **Computing**  Article 17: Governments must help protect children from materials that could harm them (E Safety)  Article 16: Every child has the right to privacy. The law should protect the child’s private life.  Article 36: Governments must protect children from all forms of bad treatment.  As computing scientists we will…   * Use It to research and find out about the River Severn and its bridges around Shrewsbury. * Create a film about our Rea Brook visit. * Create a poster about our bridge visit. | | | | | | | | |
| **RE**  Article 14: Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.  Article 20: If a child cannot be looked after by their family, governments must make sure they are looked after properly by people who respect the child’s religion, culture and language.  Article 30; Every child has the right to learn and use language, customs and religion of their family, regardless of whether these are shared by the majority of people in the country where they live.  **For spiritual and moral development we will learn about…**  RQ 10 *How is belief expressed through symbols and action?*   Christian symbols and how these reflect teaching.   Exploring the balance of life and death.   Look at how different religions view death and what happens.    RQ 7 *How do people make sense of hardship and suffering?*  RQ 12 *How do people make sense of life and death?*   What do people do when someone dies and why do they do this?   Why do we mark Remembrance Day?   Exploring important Christian/Hindu celebrations, eg: Christmas/Divali | | | | **PSHE**  **As members of the community we will learn about…**   UNICEF Convention for the Rights of the Child   British Values   Rules and Class Charter   Caring for our Environment   Sharing the World’s resources (Harvest)   Water Safety   Managing Money | | | | |