



Ready to **Launch...**

River creators!



Time to **celebrate!**

Create a river using all of your new knowledge and understanding of rivers. Place settlements and let it rain!



How do rivers and water affect our lives and landscapes?

Expert knowledge:

- The Thames is probably the most famous river in the UK but not the longest, the River Severn is.
- Use geographical vocabulary such as source, mouth, tributary and estuary to name the different features and stages of a river.
- Rivers were one of the biggest factors for settlement growth but are still necessary for people's lives today.
- U-shaped valleys are made by glaciers and V-shaped valleys are made by rivers.
- 1 in 3 people globally do not have access to clean drinking water.



Are you a **Home Explorer?**



- Visit a local river or go on a boat ride along the River Thames.
- Look on Google maps for where the major rivers in the world are.

Wow moments



- Making our own water cycles.
- Make your own mountain and watch how the rain flows down it.

English:

- Using the book 'What is a River?' as stimulus, write descriptive paragraphs.
- Identify the features of non-chronological reports.
- To gather information to write a non chronological report using skimming and scanning.
- Write a non chronological report about a chosen river.
- To write a recount using specific time conjunctions.
- Build cohesion between and across paragraphs.
- To use specific sub-heading labels.
- To use subordinating conjunctions in various positions.
- To use expanded noun phrases to inform.
- To use commas when writing complex sentences.

Geography:

- To understand both physical and human features and then link them when studying rivers.
- To look at how geographical features have an impact on our lives
- To be able to ask geographical questions and use geographical vocabulary accurately
- To know the difference and use political, physical maps and aerial images
- To understand that water is a natural resource and there are inequalities in its use across the world.

RE:

- To ask questions about the Trinity and how three can be one.
- To understand that the Holy Spirit is a part of God that enables us to be creative
- To understand each element of the Trinity
- To explain beliefs about the Holy Trinity through artists representations.

Science:

- To understand the properties of solid, liquids and gases.
- Know that changes of state are reversible processes
- To investigate how a solution is formed, whether solutions are reversible and to understand the terms soluble and insoluble.
- To understand that burning can cause an irreversible chemical change.

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Maths:

- Read write, compare, round and count up in numbers to at least 1,000,000 and determine the value of each digit.
- Convert between different units of metric measures.
- Read and write decimals as fractions.
- Written methods for addition and subtraction.
- Mental methods for addition and subtraction.

Computing:

- Be familiar with early types of coding such as semaphore, Braille and Morse code.
- Understand the need for private information to be encrypted.
- To be able to develop a strong password

PSHCE:

- To understand why and how rules/ laws that protect themselves and others are made and enforced.
- To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

Spanish:

- To be able to describe the weather.
- To be able to describe features of our homes.

Music

- Music theory: Identify notes, clefs, keys and time signatures and be able to reproduce them on the written page
- Composition: Create a 6 bar melody to be played on a piano using one clef

PE:

- Swimming— This after term we have been working on building up our confidence in all four of the main swimming strokes.
- Football—Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.