




Owl Class Spring Medium Term Plan 2019-2020: Mountains, Rivers and Coasts

Mountains, Rivers and Coasts	ENTRY POINT
 	<p>Children will think about what they already know about Mountains, Rivers and Coasts and ask questions that they are interested in finding the answer to.</p>
	<p>HOME LEARNING</p> <p>Make a model that shows a Mountain, River or Coast or all three. Label this with the main features. You could base it on your favourite place in North Devon if you wanted to.</p>
	<p>PARENT ENGAGEMENT</p> <p>Support children with their homework.</p> <ol style="list-style-type: none"> 1. Read with your child daily. 2. Share family experiences outside looking at valley's rivers and the coast.



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HISTORY	GEOGRAPHY	SCIENCE		ART AND DESIGN
<p>As historians we will be looking at:</p> <ul style="list-style-type: none">• Use evidence to describe the clothes, way of life and actions of people in the past.• Ask questions and find answers about the past.	<p>As Geographers we will be looking into the location of mountains, rivers and coasts throughout the world including our local area.</p> <ul style="list-style-type: none">• I can observe, measure and record human and physical features using some geographical methods including sketch maps and plans, simple surveys, questionnaires and simple data collection tables.• I can use letter/number co-ordinates to locate features on a map. (Volcanoes, mountain ranges etc)• I can use world maps, atlases, globes and computer mapping to name and locate countries and describe features studied.	<p>In Science we will look at rocks and soils.</p> <ul style="list-style-type: none">• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.• Describe in simple terms how fossils are formed when things that have lived are trapped within the rock.• Recognize that soils are made from rocks and organic matter. <p>During the year we will be working scientifically to:</p> <ul style="list-style-type: none">• Ask relevant questions and use different types of scientific enquiries to answer them.• Set up simple practical enquiries, comparative and fair tests.	<ul style="list-style-type: none">• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.• Gather, record, classify and present data in a variety of ways to help in answering questions.• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.• Use results to draw simple conclusions,	<p>As artists we will learn:</p> <ul style="list-style-type: none">• To create sketch books to record our observations and use them to review and revisit ideas.• To improve our mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]• About great artists, architects and designers in history. <p>This will include looking at river art inspired by Monet.</p>



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			<p>make predictions for new values, suggest improvements and raise further questions.</p> <ul style="list-style-type: none">• Identify differences, similarities or changes related to simple scientific ideas and processes.• Use straightforward scientific evidence to answer questions or to support their findings.	
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Writing in Context

Alongside our English Curriculum, we will also be looking at:

Explanations and descriptions

Information texts

Diary Entries

Poetry

Comparisons



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Speaking & listening

Listening and responding to other peoples' ideas in a class and group based discussion.