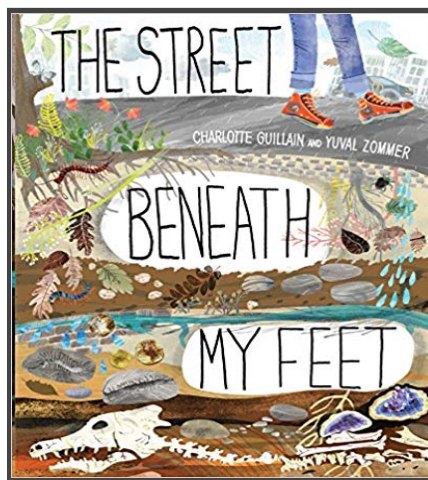


Rocking Underground



Term	Topic Name	Key Text / supporting texts	Key Focus / Key Question	Key emotional, physical and social intent
Autumn 2	Rocking Underground	<p>The Street Beneath My Feet</p> <p>The Pebble in My Pocket: A History of Our Earth</p> <p>The Rock Factory: A Story About Rocks and Stones</p> <p>This Little Pebble</p> <p>A Rock is Lively</p>	<p>Science</p> <p><i>What lies beneath our feet?</i></p>	<p>Anti-bullying.</p> <p>Respecting differences.</p> <p>Independence.</p>

Science Objectives Coverage

Key Question	Ancillary Questions and content focus	Science Objectives	Learning outcome, taken from skills progression document
What lies beneath our feet?	<ol style="list-style-type: none"> How can rocks be grouped based upon their appearance and physical properties? Which rocks are the hardest? Which type of rock is most impermeable? How are rocks formed? What are fossils? What is soil and how is it made? How much water do different soils absorb? Pupil-led Investigation: What would I like to investigate about the properties of rocks and/or soils? 	<p>AF1: Working Scientifically:</p> <ul style="list-style-type: none"> To be able to make careful observations. To be able to set up simple comparative tests. To be able to measure using beakers and syringes. To be able to present information in a branching key. To be able to use presentations to report on findings from enquiries. <p>Rocks: Pupils should be taught to:</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 rock. recognise that soils are made from rocks and organic matter. 	<ol style="list-style-type: none"> To sort and classify rocks on the basis of their appearance and simple physical properties. AF1 - To be able to make careful observations. To devise and conduct an investigation to explore the hardness of different rocks, and group them based on these properties. AF1 - To be able to set up simple comparative tests. To devise and conduct an investigation to identify the permeability of different types of rocks. AF1 - To be able to set up simple comparative tests. AF1 - To be able to measure using beakers and syringes. To summarise the ways in which sedimentary, igneous and metamorphic rocks are formed, and their specific properties. To identify and explain the process for how fossils are formed. To classify soils based upon their properties and describe what they are made from. AF1 - To be able to set up simple

			<p>comparative tests. AF1 - To be able to present information in a branching key.</p> <p>7. To devise and conduct an investigation to identify the amount of water absorbed by different types of soil. AF1 - To be able to set up simple comparative tests. AF1 - To be able to measure using beakers and syringes.</p> <p>8. To devise and conduct an investigation into the properties of rocks and/or soils and to summarise findings. AF1 - To be able to use presentations to report on findings from enquiries.</p>
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History and Geography objectives coverage (No objectives - this is a Science-led Theme)

Geography Objectives	Learning Opportunities	History Objectives	Learning Opportunities
N/A	N/A	N/A	N/A

English coverage

<u>Text types</u>	<u>Outcome</u>
Fiction - Journey Story: Adventure	To write own Journey / Adventure story - Journey to the centre of the Earth.
Poetry - Shape Poems	To create shape poems to reflect life underground or to represent a journey through the Earth's crust.

PSHE coverage

<u>Topic</u>	<u>Objectives</u>
Keeping safe and managing risk: Bullying - See it, say it, stop it	<p>To describe what bullying is.</p> <p>To recognise bullying and how it can make people feel.</p> <p>To identify ways of dealing with bullying.</p> <p>To describe appropriate ways of responding if I witness bullying.</p> <p>To recognise examples of bullying and appropriate ways of responding to them.</p>

Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art and / or DT	<p>Textiles: To develop ideas. To master techniques.</p> <p>To master practical skills. To design, make, evaluate and improve.</p>	Weaving to create an Iron Age cloth for a specific purpose. Colour fabrics by dyeing.
Computing	<p>To recognise a number of common types of bug in software. To develop a number of strategies for finding and correcting errors in programs.</p> <p>To demonstrate an understanding of online bullying.</p>	<p>We are Bug Fixers - Finding and correcting bugs in programs. Work with 6 example Scratch projects and explain how the scripts work; finding and correcting errors in them, and exploring creative ways of improving them.</p> <p>Social and emotional wellbeing and developing resilience - We are digital friends: Developing an awareness of online bullying.</p>
PE	<p>To mark the space between attackers. To mark a player with the ball. To mark a player without the ball. To tackle with hands. To develop a variety of sending and</p>	<p>Invasion Games: To develop skills through the Invasion Game 'Three and Two'.</p>

	receiving skills. To tackle with feet and stick.	
Music	To play instruments in a class group. To develop control holding and playing the ukulele. To copy back musical phrases with accuracy of rhythm.	Learning to play simple chords and tunes on the ukulele

Enrichment

Stunning Start - Children to go on a hunt around the school to uncover 'Rock People' who will aid them in their Science investigations throughout this Theme. Children to group the 'Rock People' based upon their observations of their appearance and properties. Elicit children's current knowledge. Children to identify questions that they would like to investigate the answers to.

Trips - Visit to Saddlescombe Farm - explore geology (and the remains of an Iron Age Hill Fort).

Endpoint - Children to share and demonstrate the findings of their investigations to their families. What have they learnt about rocks, soils and fossils? Demonstrate 'WOW' Science experiments linked to this.