


 <p>Ambitious, capable learners who.....</p> <ul style="list-style-type: none"> • Set themselves high standards and enjoy challenges. • Question and enjoy problem solving • Undertake research • Have the skills to connect and apply the skills learned in other contexts. • Can explain the concepts and ideas that they are learning about. • Can understand how to interpret data and apply mathematical concepts. • Use ICT creatively to communicate, interpret and find out information. • Can communicate in English and Welsh. • Can undertake research and evaluate critically what they find. <p>.....so that they are ready to learn throughout their lives.</p>	 <p>Enterprising, creative Contributors who....</p> <ul style="list-style-type: none"> • Take measured risks. • Connect and apply their knowledge and skills to create ideas and products. • Think creatively to reframe and solve problems. • Identify and grasp opportunities. • Lead and play different roles in teams effectively and responsibly. • Express ideas and emotions through different types of media. • Give of their skills and energy so that other people will benefit. <p>....so that they are ready to play a full part in life and work.</p>	 <p>Ethically informed citizens who.....</p> <ul style="list-style-type: none"> • Find, evaluate and use evidence in informing views. • Engage in contemporary issues based upon their knowledge and values • Understand and exercise their human rights and responsibilities. • Understand and consider the impact of their actions when making choices. • Are knowledgeable about their culture, community, society and the world – now and in the past. • Respect the needs and rights of others as a member of a diverse society. • Show their commitment to the sustainability of the planet. <p>.....so that they are ready to be citizens of Wales and the World.</p>	 <p>Healthy confident individuals who.....</p> <ul style="list-style-type: none"> • Have secure values an establishing their spiritual and ethical beliefs. • Are building their mental and emotional well-being by developing confidence, empathy and resilience. • Apply knowledge about the impact of diet and exercise on their physical and mental health. • Know how to find the information to keep safe and well. • Take part in physical activity. • Take measured decisions about lifestyle and managing risk. • Have the confidence to participate in performance. • Form positive relationships based on trust and mutual respect. • Face and overcome challenge. • Have the skills to manage life independently. <p>.....so that they are ready to lead fulfilling lives as valued members of society.</p>
<p>WOW start: Carousel of Activities for the day to start the topic including; volcano art, creating a front cover, creating an Earthquake shake table, building kapla towers.</p>	<p>HEALTH AND WELL-BEING</p> <p>(PSE, Learning to Learn, Relationships and Emotions, Healthy Choices, Physical Activity, Keeping Safe)</p> <p><u>How our Choices impact others:</u></p> <ul style="list-style-type: none"> • Climate Change and Plastic Pollution • World Ocean's Day (June 8th 2021) • Global Warming and Reduce, Reuse and Recycle • Surfers against Sewage Port Talbot Group- Enquire about the class taking part in a beach clean. https://www.sas.org.uk/digital-ocean-school <p><u>Well- Being</u></p> <ul style="list-style-type: none"> -PSE/ SEAL lessons. -Check in, check-up and check out -Weekly PE lessons 		<p>CELEBRATION finish: Celebrate their learning on this topic by taking part in a beach clean with Surfers against Sewage, Port Talbot Group. Add media to our class persuasive video.</p>
<p>EXPRESSIVE ARTS</p> <p>(Music, Art, Drama, Dance, Film and Digital Media)</p> <p><u>Art:</u></p> <ul style="list-style-type: none"> • Explore Hokusai's artwork The Great Wave by investigating how woodblock prints are made. • Explore the movement of tornadoes and use line, shape and shading to create colourful tornado pictures. • Investigate the animals which live in extreme climates and create a recycled plastic sculpture of one of these animals. • Welsh landscape artists <p><u>Digital Media:</u></p> <ul style="list-style-type: none"> • Creating a class persuasive video against plastic pollution. 	<p>Extreme Earth</p>		<p>SCIENCE and TECHNOLOGY</p> <p><u>Science</u></p> <ul style="list-style-type: none"> • Solar and Wind Power • Rocks, Sand and Soil- 'Rock on' Rich Task • Science Insights Rich Task • Saving Mother Nature Rich Task <p><u>DCF</u></p> <p>Use of Google Earth work to be incorporated into work on the following topics:</p> <ul style="list-style-type: none"> • <u>Debate:</u> 'Changed for Good' Rich Task. • Exploring the Sea Bed • Investigating Historical Imagery of the Earth <p><u>Databases:</u></p> <ul style="list-style-type: none"> • Volcano research and database work
<p>MATHS AND NUMERACY</p> <p><u>Numeracy – White Rose Maths</u></p> <p><u>Length and Perimeter:</u></p> <ul style="list-style-type: none"> • Equivalent Lengths m and cm/ cm and mm • Kilometres • Adding and subtracting lengths • Perimeter <p><u>Multiplication and Division:</u></p> <ul style="list-style-type: none"> • Multiplying and Dividing by 10, 100, 1 and 0 • 3,6,9, and 7 times tables • Multipling and Dividing by 3,6,9 and 7 <p><u>Rich Tasks:</u> Whatever the Weather and Weather Report</p>	<p>WELSH DIMENSION</p> <p>Welsh Coastlines and Welsh artists (David Marchant)</p> <p>Study of the locality</p> <p>National Parks of Wales</p> <p>Aberfan Disaster</p> <p>HUMANITIES</p> <p>(History, Geography, RE)</p> <p><u>Geography:</u></p> <ul style="list-style-type: none"> • Climate: Hottest/ wettest/ coldest and driest places on earth • Water Cycle • Coastlines, waves and Coastal Erosion • Extreme weather- storms, lightning, tornados • Tectonic plates and earthquakes • Tsunamis- earthquakes under the sea • Volcanoes/ mountains <p><u>R.E. – Come and See</u></p> <p>Pentecost; Serving: New Life</p> <p>Reconciliation; Inter- relating: Building Bridges</p> <p>Universal Church; World: God's People</p>		<p>LANGUAGE, LITERACY AND COMMUNICATION</p> <p>(English, Welsh and International Languages)</p> <p><u>Iron Man Novel based approach:</u></p> <p><u>Recount:</u> Diary writing/ Newspaper report</p> <p><u>Procedure:</u> Instruction guide</p> <p><u>Narrative:</u> Descriptive settings</p> <p><u>Persuasion:</u> Persuasive Letter</p> <p><u>Explanation:</u> Explanation text</p> <p>.</p> <p><u>Spelling:</u> Spelling Journals daily.</p> <p><u>Handwriting:</u> Weekly practice of school handwriting scheme reinforced daily.</p> <p><u>Extreme Earth LLC</u></p> <p><u>Persuasive Writing:</u> 'To Bin or not to Bin' Rich Task</p> <p><u>Poetry:</u> Haiku Volcano Poems</p> <p><u>Welsh:</u></p> <p>Weather Diary for locality and another country</p> <p>Postcard Writing and Past tense from seaside in Wales</p>

