

Art

Outcome: Observational drawings of water and the reflections created.

- select ideas based on first hand observations, experience or imagination and develop these through open ended research
- create intricate printing patterns by simplifying and modifying sketchbook designs
- use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds

Geography

Outcome: To write stories based around the Boscastle flood.

use fieldwork to observe, measure, record and

- present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.

'Stewardship of our World'

Water

How understanding the water cycle will help to protect our planet

Science

The Water Cycle

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

PE

Outcomes: To develop mindfulness as part of active programme of aerobic and stretching strength - based activities.

- **Develop flexibility, strength, technique, control and balance .**
- **Use running, jumping, throwing and catching in isolation and in combination.**

RE

- Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Show understanding of why many Christians find science and faith go together.
- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.