



YEAR A - SPRING 2
Key Stage: Lower Juniors
Topic: Active Planet (Earthquakes)

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English	Maths	
	Year 3	Year 4
<p><u>Little Red Riding Hood</u></p> <p>Children write their own version of Little Red Riding Hood where the wolf was innocent.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> ● Use of rhetorical questions ● Use expanded noun phrases ● Use the correct tense throughout <p><u>Pinocchio</u></p> <p>Children write an exaggerated, comedic description based on Pinocchio.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> ● Use fronted adverbials ● Use repetition for effect ● Use speech to develop character <p><u>Persuasive Writing</u></p> <p>Children write instructional survival guides.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> ● Use fronted adverbials for time ● Using conjunctions 'as' and 'if' ● Imperative verbs 	<p>Measurement</p> <ul style="list-style-type: none"> ● Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity(l/ml) ● Measure the perimeter of simple 2D shapes 	<p>Measurement</p> <ul style="list-style-type: none"> ● Convert between different units of measure (for example kilometre to metre) ● Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres ● Find the area of rectilinear shapes by counting squares <p>Number - fractions including decimals</p> <ul style="list-style-type: none"> ● Recognise and write decimal equivalents of any number of tenths or hundredths ● Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. ● Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths ● Round decimals with one decimal place to the nearest whole number. ● Compare numbers with the same number of decimal places up to two decimal places ● Solve simple measure and money problems involving fractions and decimals to two decimal places.

	Computing	History	Geography
Description	To use Google Slides to create a hyperlinked slideshow about volcanoes with Mote voice recording.		To learn about natural disasters and why they occur with a particular focus on volcanoes and earthquakes.
NC Objectives	<ul style="list-style-type: none"> To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		<ul style="list-style-type: none"> Understand the location and characteristics of a range of the world's most significant human and physical features. Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes.
Substantive Knowledge	<ul style="list-style-type: none"> To edit the style and effect of my text and images to make my document more engaging and eye-catching. To confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text. To use font sizes appropriately for audience and purpose. To use index fingers on keyboard home keys (f/j), use left fingers for a/s/d/f/g and use right fingers for h/j/k/l. 		<ul style="list-style-type: none"> To describe and understand key aspects of physical geography, specifically mountains, volcanoes and earthquakes To locate Italy on a world map and identify the key physical and human characteristics. To locate some key mountains/volcanoes on a world map.
Disciplinary Skills	<ul style="list-style-type: none"> To create a Google slides presentation with hyperlinks to other pages. To create a Mote voice recording link and talk about the information on my Slides presentation. 		<ul style="list-style-type: none"> To use eight points of a compass and four-figure grid references to build their knowledge of the wider world. To use digimaps to locate volcanoes and see where they lie in relation to tectonic plates.
Vocabulary	Animations, average, collaboration, comment, contribution, edited, email account, icon, images, insert, link, presentations, resolved, reviewing comments, share, slides, suggestions, teamwork, themes, transitions		Crust, mantle, outer core, inner core, tectonic plates, volcano, earthquake, tsunami, convergent, divergent, transform, shield, composite, lava dome, cinder cone, active, dormant, extinct
Assessment	Can the child make a simple algorithm with at least four commands and include at least one turn.		'Why do volcanic eruptions occur?'

	Art	DT	Science
Description		To design and create an electronic alarm linked to natural disasters.	To group, compare and describe rocks and soils.
NC Objectives		<ul style="list-style-type: none"> • To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Understand how key events and individuals in design and technology helped shape the world • Understand and use electrical systems in their products including switches, bulbs, buzzers and motors • To apply their understanding of computing to program, monitor and control their products. 	<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.
Substantive Knowledge		<ul style="list-style-type: none"> • Investigate electronic circuits • Learn that some products need a battery/circuit to work • Make an electronic alarm for a natural disaster • Refer back to design criteria and evaluate. 	<ul style="list-style-type: none"> • To look at different rocks and note their appearance and simple physical properties. • To know and describe how fossils are formed when things that have lived are trapped within rock • To recognise that soils are made from rocks and organic matter.
Disciplinary Skills		<ul style="list-style-type: none"> • To develop a design for an innovative and functional product aimed at a specific audience • Generate an annotated cross-sectional diagram to communicate ideas • Develop digital working prototypes mechanical and control skills • Understand simple electrical control 	<ul style="list-style-type: none"> • To use microscopes to identify and classify rocks according to whether they have grains or crystals. • Group and classify rocks based on their appearance and simple physical properties. • Explore different local soils and identify similarities and differences between them. • Research into how fossils are formed.
Vocabulary		Circuit, battery, crocodile clip, control, program, system, input, output	Appearance, physical, properties, hard/soft, shiny/dull, rough/smooth, absorbent/not absorbent, fossils, sedimentary, metamorphic, igneous, organic matter, crystals, grains
Assessment		To design, create and evaluate an electronic alarm.	Headstart assessment on rocks

	PE	Music	Religious Education	
Description	Indoor - athletics Outdoor - net wall games	Children create and perform own untuned percussion piece (In the Hall of the Mountain King - Grieg)	Description	Children will learn what the elements of The Eucharist represent and why many Christians continue to share bread and wine together
NC Objectives	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles Develop flexibility, strength, technique, control and balance Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Sing and play musically with increasing confidence and control. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory Play and perform in solo and ensemble contexts Improvise and compose music using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music from different traditions, great composers and musicians To develop an understanding of the history of music. 	Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To explain what is meant by the term 'symbol' To recognise what different well known symbols mean or represent <p>Apply</p> <ul style="list-style-type: none"> To use my knowledge of symbolism to create my own symbol for 'hungry' or 'thirsty' <p>Inquire</p> <ul style="list-style-type: none"> To know what the term Eucharist means and understand that the sharing of bread and wine is known by different names in different churches. To explain what the bread and wine symbolise in the Eucharist ritual <p>Contextualise</p> <ul style="list-style-type: none"> To describe what happened at The Last Supper and why many Christians continue to share bread and wine in churches today To describe what happens during a Eucharist service <p>Evaluate</p> <ul style="list-style-type: none"> To discern why it is important for Christians to take part in the ritual of Eucharist
Substantive Knowledge	<p>Athletics</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and combination Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement <p>Net wall games</p> <ul style="list-style-type: none"> Use running, jumping, sending an object and receiving an object in combination Play competitive games, modify where appropriate and apply basic principles 	<ul style="list-style-type: none"> Identify and understand how rhythm patterns fit to a steady beat using 2,3 and 4 metre Explore how to use dynamics for expressive effect Explore how to use tempi for expressive effect 	Religious Traditions	CHRISTIANITY
Disciplinary Skills	<ul style="list-style-type: none"> Throw with some accuracy and power into a target area Perform a range of jumps, showing consistent technique Relate different types of activity to different heart rates and body temperatures. Use a small range of basic racket skills choose and use a range of simple tactics for sending the ball. choose and use a range of simple tactics for defending their own court 	<ul style="list-style-type: none"> Develop fluency with using instrumental skills and techniques and play with accuracy and growing musicality. Recognise why and when to improve and start to develop basic individual and group rehearsal skills. Understand and use detailed graphic notation. Use basic stave notation. Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically. 		
Vocabulary	Sprint, Pace, Standing Long Jump, Forehand, Backhand, Volley, Serve.	Dynamics, quiet, loud, crescendo, tempo, slow, getting louder, fast	Vocabulary	Symbol, remember, Eucharist, Holy Communion, Last Supper
Assessment	Athletics - To achieve a personal best Net wall games - Competitive game play	Play untuned percussion instruments with control following gradual increases of dynamics and tempo. Compose, notate and perform 4 beat rhythm patterns to a beat.	Assessment	Diamond 9 showing importance to Christians of taking part in Holy Communion

	PSHE	MFL (French)	
Description	Healthy Me - Children learn about healthy friendships. Children learn about the dangers of smoking, alcohol.	To read and write a French story about animals following the style of 'Ours Brun - Dis moi	
NC Objectives	<ul style="list-style-type: none"> • Understand the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes, alcohol and medicine) and their impact on health • About why people choose to use or not use drugs (including nicotine, alcohol and medicines) • Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • Develop strategies for recognising and managing peer influence and a desire for peer approval in friendships 	<ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud. • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories in the language. • Describe people, places, things and actions orally and in writing. • Understand basic grammar appropriate to the language being studied. 	
Substantive Knowledge	<ul style="list-style-type: none"> • Recognise how different friendship groups are formed; how to fit into them • Understand there are people who take on the roles of leaders or followers in a group; know the role you take on in different situations • Understand the facts about smoking and its effects on health and also some of the reasons some people start to smoke • Understand the facts about alcohol and its effects on health, particularly the liver and also some of the reasons some people drink alcohol • Recognise when people are putting you under pressure and can explain ways to resist this • Know yourself well enough to have a clear picture of what you believe is right and wrong. 	<ul style="list-style-type: none"> • Children learn different animal names including the indefinite article. • Children learn to change the spelling of colours depending on whether the noun is masculine or feminine • Construct simple sentences following a structure. 	
Disciplinary Skills	<ul style="list-style-type: none"> • Identify the feelings you have about friends and your different friendship groups • Be aware of different people and groups impact on me and recognise the people you most want to be friends with • Recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from yourself and others • Identify feelings of anxiety and fear associated with peer pressure • Understand how to be assertive and tap into your inner strength. 	<ul style="list-style-type: none"> • Read and show understanding of simple phrases and sentences containing familiar words. • Use context to predict the meaning of new words. • Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. • Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. • Join in with words of a story • Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use. • Show awareness of word classes - nouns, adjectives and verbs and be aware of similarities in English. 	
Vocabulary	Friendships, dynamics, values, personal qualities, leaders, followers, roles, smoking, health, alcohol, liver, peer pressure	Ours brun, un oiseau, un canard, un cheval, une grenouille, un chat, un chien, un mouton, un poisson Recap of colour vocabulary.	
Assessment	Recognise when people are putting you under peer pressure and explain ways to resist this.	Children read and write their own version of Ours Brun - Dis Moi using a language scaffold.	