



**YEAR A - SPRING 1**  
**Key Stage: Lower Juniors**  
**Topic: Active Planet (Volcanoes)**

YEAR A - SPRING 1		
English	Maths	
	Year 3	Year 4
<p><b><u>Colour Poetry</u></b></p> <p>Children perform 'What is Pink' and write a poem which features colours.</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> <li>• I can prepare a poem to perform</li> <li>• I can draft by composing and rehearsing orally</li> </ul> <p><b><u>The Firework Maker's Daughter</u></b></p> <p>Children write a quest story inspired by Firework Maker's Daughter.</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> <li>• I can plan and write a quest story</li> <li>• I can use inverted commas correctly</li> <li>• I can use fronted adverbials to set the scene</li> </ul> <p><b><u>Violent Volcanoes and Earth-Shattering Earthquakes</u></b></p> <p>Children write an information page about volcanoes.</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> <li>• I can use pronouns to create cohesion.</li> <li>• I can use the subordinating conjunction 'when'</li> <li>• Group sentences to form paragraphs</li> </ul> <p><b><u>Voices in an Empty Room</u></b></p> <p>Children to write a poem from the perspective of classroom objects where they imagine the empty classroom at different points throughout half-term</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> <li>• I can use inverted commas correctly</li> <li>• I can write a poem using personification</li> </ul>	<p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables.</li> <li>• Write and calculate mathematical statements for multiplication and division, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> <li>• Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems in which n objects are connected to m objects.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>• Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• Add and subtract fractions with the same denominator within one whole.</li> <li>• Compare and order unit fractions and fractions with the same denominators</li> <li>• Solve problems that involve all of the above.</li> </ul>	<p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>• Recall multiplication and division facts for multiplication tables up to 12x12.</li> <li>• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying 3 numbers together</li> <li>• Recognise and use factor pairs and commutativity in mental calculations.</li> <li>• Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>• Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, families of common equivalent fractions</li> <li>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</li> <li>• Add and subtract fractions with the same denominator</li> <li>• Solve simple measure and money problems involving fractions.</li> </ul>

	Computing	History	Geography
Description	To create a game using the coding software Scratch.		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"> <li>• To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand the location and characteristics of a range of the world's most significant human and physical features.</li> <li>• Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> <li>• Describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes.</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Understand how to make an algorithm to use when programming</li> <li>• Understand how to decompose tasks into separate steps to create an algorithm</li> <li>• Understand abstraction is focusing on important information</li> <li>• Identify patterns in an algorithm and use repetition in algorithms</li> <li>• Use logical reasoning to detect and correct errors in programs.</li> </ul>		<ul style="list-style-type: none"> <li>• To describe and understand key aspects of physical geography, specifically volcanoes and earthquakes</li> <li>• To locate Italy on a world map and identify the key physical and human characteristics.</li> <li>• To locate some key mountains/volcanoes on a world map.</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>• Be able to write a complex algorithm independently to create a designed game</li> <li>• To be able to decompose tasks and debug my algorithm</li> </ul>		<ul style="list-style-type: none"> <li>• To use eight points of a compass and four-figure grid references to build their knowledge of the wider world.</li> <li>• To use digimaps to locate volcanoes and see where they lie in relation to tectonic plates.</li> </ul>
Vocabulary	Algorithm, animation, application, code, code block, coding application, debug, decompose, interface, game, loop, predict, program, remixing code, repetition code, review, scratch, sprite, tinker		Crust, mantle, outer core, inner core, tectonic plates, volcano, earthquake, tsunami, convergent, divergent, transform, shield, composite, lava dome, cinder cone, active, dormant, extinct
Assessment	To design and create a game using similar code to 'The Magic Carpet'.		<b>End of Unit Workout:</b> 'Why do volcanic eruptions occur?'

	Art	DT	Science
<b>Description</b>	<p><b>Painting</b> Volcano Artist: Jackson Pollock</p>		Light: the children learn about the importance of light to see and how it is reflected. Children learn how shadows are formed.
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>● To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>● To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>● About great artists, architects and designers in history.</li> </ul>		<ul style="list-style-type: none"> <li>● Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>● Notice that light is reflected from surfaces.</li> <li>● Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>● Recognise that shadows are formed when light from a light source is blocked by an opaque object</li> <li>● Find patterns in the way that the size of shadows change.</li> </ul>
<b>Substantive Knowledge</b>	<p><b>Theoretical skills</b></p> <ul style="list-style-type: none"> <li>● To find out about Abstract Expressionism art and the importance in art history.</li> <li>● To find out about Jackson Pollock and his art.</li> </ul> <p><b>Practical skills</b></p> <ul style="list-style-type: none"> <li>● Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>● Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>● Use the work of artists to replicate ideas or inspire own work - Jackson Pollock.</li> <li>● Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>● Adapt their work according to their views and describe how they might develop it further.</li> <li>● Annotate work in sketchbook.</li> <li>● Experiment with different effects and textures: washes, thickened paint creating textural effects</li> <li>● Create different effects and textures with paint according to what they need for the task.</li> <li>● Begin to name tertiary colours. &amp; more specific colour language</li> <li>● Mix and use tints and shades</li> </ul>		<ul style="list-style-type: none"> <li>● To recognise they need light in order to see things and that dark is the absence of light.</li> <li>● Notice that light is reflected from surfaces.</li> <li>● Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>● Recognise that shadows are formed when light from a light source is blocked by an opaque object</li> </ul>
<b>Disciplinary Skills</b>	<p><b>Disciplinary Knowledge</b> Let's Think Art. How is art judged? Children have various art work covering artists they have covered in the curriculum including Jackson Pollock. To order which one they think they sold the most to the least Reveal the order and discuss.</p>		<ul style="list-style-type: none"> <li>● They will ask relevant questions and use different types of scientific enquiries to answer them, e.g. 'What happens to shadows when the light source moves or the distance between the light sources and object changes?</li> <li>● Set up simple practical enquiries, comparative and fair tests</li> <li>● Take accurate measurements of length of shadows and the distance between the object and light source</li> <li>● Gather, record and present data in a table</li> <li>● Report on findings through written explanations with results and conclusions</li> <li>● Make predictions for unknown values - measure from 10cm, 20cm, 30cm so what do you expect for 100cm?</li> </ul>
<b>Vocabulary</b>	Abstract art, abstract expressionism, colour, primary colour, secondary colours, tertiary colours, tint, shade, tone, line, rhythm, action painting, drip painting.		Light, light source, dark, reflection, reflect, reflective, ray, shadow, prediction, fair test, variable, anomaly
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Can children name at least 4 facts about Jackson Pollock and his life.</li> <li>● Can they explain abstract expressionism?</li> <li>● Can they discuss how art is judged?</li> <li>● Can children be inspired by Jackson Pollock to create their own volcano painting using painting techniques learnt?</li> </ul>		Headstart assessment on light

	PE	Music	Religious Education	
Description	Indoor - creative Outdoor - hand and foot invasion	The Mariachi - La cucaracha Children to perform Popocatepeti in unison and as a round with ostinato accompaniments.	Description	Children consider why trees are often thought to 'give life'. They will find out about why the Banyan Tree is important to Hindus
NC Objectives	<ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> </ul>	Living Difference Concept Cycle	<p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• To sketch a winter tree paying particular attention to texture and shape.</li> <li>• To communicate how the tree made them feel and consider what adjectives and attributes they would use to describe it</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>• To recognise that Trees can evoke different emotions in people</li> <li>• To consider why some people experienced a strong emotional reaction to the felling of the Sycamore gap tree</li> </ul> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• To understand why trees are important to the environment and that they can be a useful natural resource.</li> <li>• To understand that trees are often used as a symbol of growth, new life, shelter and protection.</li> </ul> <p><b>Contextualise</b></p> <ul style="list-style-type: none"> <li>• To explain why the Banyan tree is an important symbol to Hindus and describe how they celebrate it</li> <li>• To know the Christian parable of the mustard seed and discern what this might tell Christians about Heaven</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• To consider any similarities between the Mustard and Banyan trees</li> <li>• To retell the Folktale of 'The Three Trees' and consider the message that this story could give to Christians about the way God answers prayers</li> </ul>
Substantive Knowledge	<p><b>Creative</b></p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance, whilst incorporating apparatus</li> </ul> <p><b>Hand and foot invasion</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, sending an object and receiving an object in combination</li> <li>• Play competitive games, modify where appropriate and apply basic principles suitable for attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch - Identify steps, leaps and repeated notes in melodies and explore different scale patterns, e.g. pentatonic, major and minor</li> <li>• Structure - develop understanding of extended conventional structures and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato.</li> <li>• Understand, identify and use graphic notation including basic rhythm and pitch notation. Introduce basic stave notation.</li> <li>• Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes.</li> </ul>		
Disciplinary Skills	<ul style="list-style-type: none"> <li>• Perform actions, balances, body shapes and agilities with control incorporating apparatus</li> <li>• Adapt their own movements to include a partner in a sequence</li> <li>• Understand that strength and suppleness can be improved.</li> <li>• Play games with some accuracy, using a range of throwing and catching techniques</li> <li>• Understand that they need to defend as well as attack</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality.</li> <li>• Recognise why and when to improve and start to develop basic individual and group rehearsal skills</li> </ul>	Religious Traditions	CHRISTIANITY HINDUISM
Vocabulary	Strength, technique, balance, coordination, flexibility, chest pass, bounce pass, footwork.	Pitch, step, leap, repeat, melodic, shape, scale, major, ostinato	Vocabulary	Trees, symbol, new life, protection, shelter, growth
Assessment	Creative - To compose routine on the apparatus to perform Outdoor - Appropriate competition	To perform Popocatepeti in unison and as a round. To create own melodic patterns/tunes and use grid notation to notate.	Assessment	Written retelling of 'The Three Trees'

	PSHE	MFL (French)	
Description	Dreams and Goals - Children learn about creating realistic dreams and goals, think about how they can achieve these and learn to overcome disappointment and show resilience and a positive attitude to overcome barriers	To understand and follow classroom instructions in French, be able to say the colours in French and name some items in my pencil case.	
NC Objectives	<ul style="list-style-type: none"> <li>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures.</li> <li>Appreciate stories in the language</li> <li>Understand basic grammar appropriate to the language being studied (feminine, masculine)</li> </ul>	
Substantive Knowledge	<ul style="list-style-type: none"> <li>Be able to explain some of your hopes and dreams</li> <li>Understand that sometimes hopes and dreams do not come true and that this can hurt</li> <li>Know that reflecting on positive and happy experiences can help to counteract disappointment</li> <li>Know how to make a new plan and set goals even if you have been disappointed</li> <li>Know how to work out the steps to take to achieve a goal and can do this successfully as part of a group</li> <li>Identify the contributions made by myself and others to the group's achievement.</li> </ul>	<ul style="list-style-type: none"> <li>To understand and follow simple classroom instructions</li> <li>Be able to identify colours</li> <li>To name some items in their pencil case</li> </ul>	
Disciplinary Skills	<ul style="list-style-type: none"> <li>Know how it feels to have hopes and dreams</li> <li>Know how disappointment feels and identify when you have felt that way</li> <li>Know how to cope with disappointment and how to help others cope with theirs</li> <li>Know what it means to be resilient and to have a positive attitude</li> <li>Enjoy being part of a group challenge</li> <li>Know how to share in the success of a group and how to remember this success experience.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and show understanding of single words through physical response.</li> <li>Listen and show understanding of short phrases through physical response</li> <li>Recognise a familiar question and respond</li> <li>Use familiar vocabulary to say a short sentence using a language scaffold</li> <li>Name the gender of nouns, name the indefinite article for both genres and use correctly</li> <li>Recognise and use the first person possessive adjectives (mon, ma)</li> </ul>	
Vocabulary	Hopes, dreams, goals, resilience, teamwork, steps, achieve, support, setback, positive attitude, mindset	Repondez, dessinez, <b>écrivez</b> , rangez vos affaires, croisez les bras, taisez-vous, asseyez-vous correctement, <b>écoutez</b> , <b>attention</b> , orange, noir, blanc, rose, marron/brun, violet, rouge, jaune, vert, <b>bleu</b> , un <b>taille</b> -crayon, une bâton de colle les/des feutres, les/des ciseaux, Qu'est-ce que tu <b>as</b> dans ta trousse? Dans <b>ma</b> trousse j'ai	
Assessment	To plan and set new goals even after a disappointment. To explain what it means to be resilient and to have a positive attitude.	Children to identify 3 items in their pencil case and support with a colour adjective.	