



YEAR A - SUMMER 2
Key Stage: Lower Juniors
Topic: New Forest

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English	Maths	
	Year 3	Year 4
<p><u>The Iron Man</u></p> <p>Children write a diary entry from the perspective of the Iron Man.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • Vary clause structure • Write consistently in the first person • Write informally, using speech-like phrases, contractions and everyday vocabulary <p><u>Journey to the River Sea</u></p> <p>Children write an adventure story based on the story 'Journey to the River Sea'.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • Use similes • Use a range of fronted adverbials • Use relative clauses 	<p>Geometry - properties of shapes</p> <ul style="list-style-type: none"> • Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them • Recognise angles as a property of shape or a description of a turn • Identify right angles, recognise that 2 right angles make a half turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables • Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. 	<p>Geometry - properties of shapes</p> <ul style="list-style-type: none"> • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • Identify acute and obtuse angles and compare and order angles up to 2 right angles by size • Identify lines of symmetry in 2D shapes presented in different orientations • Complete a simple symmetric figure with respect to a specific line of symmetry <p>Geometry - position and direction</p> <ul style="list-style-type: none"> • Describe positions on a 2D grid as coordinates in the first quadrant • Describe movements between positions as translations of a given unit to the left/right and up/down • Plot specified points and draw sides to complete a given polygon. <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

	Computing	History	Geography
Description	To use micro:bit software to create a times table tester.	A local history study on areas of importance: Bucklers Hard, Smugglers, William the Conqueror, WW2 airfields and Daniel Defoe	
NC Objectives	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<ul style="list-style-type: none"> A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	
Substantive Knowledge	<ul style="list-style-type: none"> Use directional commands to create a simple algorithm Write increasingly more precise algorithms for use when programming Use simple selection in algorithms Use logical reasoning to detect and correct errors in programs Decompose tasks (such as animations) into separate steps to create an algorithm. 	<ul style="list-style-type: none"> Explain who William the Conqueror was and what his links to the New Forest were Describe the Battle of Hastings Explain how the New Forest was linked to smuggling and how it was affected and helped during World War II. Understand the historical links Bucklers Hard has Understand the positives and negative impacts of tourism on the New Forest 	
Disciplinary Skills	<ul style="list-style-type: none"> To debug a complex algorithm that has been given to me by an adult To adapt code that has been provided by an adult to change the outcome 	<ul style="list-style-type: none"> Chronology - uses more precise chronological vocabulary Characteristics features - Can give simple explanations that not everyone in the past lived in the same way; consistently uses period specific language in explanations Continuity and Change - Can describe some changes in history over a period of time and identify some things which have stayed the same; can describe and give some examples of a range of changes at particular points in history while some things remained the same Cause and consequence - Can describe the causes and/or consequences of an important historical event offering more than one example of its results Historical significance - Understands that events, people and developments are considered significant if they resulted in change; Can identify significance reveals something about history or contemporary life Historical interpretation - Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past Historical enquiry - Can describe in simple terms how sources reveal important information about the past; asks perceptive questions. 	
Vocabulary	Code blocks, coordinates, decomposition, negative numbers, orientation, parameters, position, program, script, sprite, stage, tinker, variables/algorithm	William the Conqueror, Battle of Hastings, smuggling, World War II, Battle of Trafalgar, Bucklers Hard	
Assessment	To create my own times tables tester.	End of Unit Workout - What was life in the New Forest like and how does it compare to today?	

	Art	DT	Science
Description		Children design and make a moving mascot using pneumatics, levers and linkages.	Sound: Children learn about how vibrations cause sound and what pitch and volume are.
NC Objectives		<ul style="list-style-type: none"> ● 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. ● Select from and use a wider range of materials ● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ● Understand and use mechanical systems in their products 	<ul style="list-style-type: none"> ● To identify how sounds are made, associating some of them with something vibrating ● Recognise that vibrations from sounds travel through a medium to the ear ● Find patterns between the pitch of a sound and features of the object that produced it ● Find patterns between the volume of a sound and the strength of the vibrations that produced it ● Recognise that sounds get fainter as the distance from the sound source increases.
Substantive Knowledge		<ul style="list-style-type: none"> ● Explore pneumatic systems ● Understand what can be learnt through existing products ● Understand context in which pneumatics are used ● Look at examples of pneumatics and discuss how each one works ● Design a moving mascot that moves using pneumatics using design criteria ● Make a moving mascot and add finishing touches ● Refer abc to design criteria and evaluate. 	<ul style="list-style-type: none"> ● To identify how sounds are made, associating some of them with something vibrating ● Recognise that vibrations from sounds travel through a medium to the ear ● Find patterns between the pitch of a sound and features of the object that produced it ● Find patterns between the volume of a sound and the strength of the vibrations that produced it ● Recognise that sounds get fainter as the distance from the sound source increases.
Disciplinary Skills		<ul style="list-style-type: none"> ● Mechanical and control skills - Understand how pneumatic systems work ● Design - develop a design for a functional and appealing product aimed at a specific audience; choose suitable techniques, tools and materials to construct products or to repair items; ● Make - select from and use a range of tools, materials and equipment; perform practical tasks; refine work and techniques as work progresses, continually evaluating the product design and suggesting improvements ● Evaluate - investigate and analyse existing products; evaluate their ideas and products against their own design criteria 	<ul style="list-style-type: none"> ● Set up simple practical enquiries, comparative and fair test using data loggers to record accurate measurements ● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. ● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
Vocabulary		Mascot, pneumatic system, compress, lever, hinge, inflate, input, output	Vibration, air, ear, hear, sound, volume, pitch, fainter, loud, louder, percussion, string, woodwind, brass, insulate
Assessment		To design a rainforest mascot using a pneumatic system.	Headstart assessment on sound

	PE	Music	Religious Education	
Description	Outdoor - strike and field Outdoor - hand and stick invasion	Ukuleles - Somewhere over the rainbow - Israel Ka'ano'i Kamakawiwo'ole To play 'In the Hall of the Mountain King' on the ukulele	Description	Children will learn about the Hindu festival of Janmashtami that celebrates the birth of Krishna.
NC Objectives	<ul style="list-style-type: none"> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 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. They should 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, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes 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 Develop an understanding of the history of music 	Living Difference Concept Cycle	<p>Inquire</p> <ul style="list-style-type: none"> To understand that Janmashtami is a Hindu festival that remembers the birth of the Hindu deity Krishna <p>Contextualise</p> <ul style="list-style-type: none"> To accurately retell the Hindu story of Krishna's birth To describe how Hindu's may celebrate Janmashtami today <p>Evaluate</p> <ul style="list-style-type: none"> To consider what the story of Krishna's birth tells Hindus about Krishna and why this is significant for them <p>Communicate</p> <ul style="list-style-type: none"> To think about a person or past event in their own lives that they remember and to think about what this makes them feel and why this is important to them <p>Apply</p> <ul style="list-style-type: none"> To consider that sometimes people use objects to help them remember past events or special people To recognise that not all people remember events in exactly the same way and that not all events are important to everyone
Substantive Knowledge	<p>Strike and field</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 suitable for attacking and defending. <p>Hand and stick invasion</p> <ul style="list-style-type: none"> Sending an object and receiving an object in combination and spatial awareness Play competitive games, modify where appropriate and apply basic principles. 	<ul style="list-style-type: none"> Identify melodic shape and explore different scale patterns including pentatonic, major and minor 		
Disciplinary Skills	<ul style="list-style-type: none"> Use a range of skills, eg throwing, striking, intercepting and stopping a ball, with some accuracy Choose and vary skills and tactics to suit the situation in a game successfully. set up small games; know rules and use them fairly to keep games going Use different techniques for controlling, dribbling and shooting. Developing hand eye coordination. Sending an object to a specific target using control and accuracy. 	<ul style="list-style-type: none"> Use the voice as an instrument, chant and sing expressively in layers including more complex round and partner songs Develop instrumental skills and techniques and play with accuracy and musicality. Recognise why and when to improve and start to develop basic individual and group rehearsal skills Identify, understand and use a range of graphic notation, basic rhythm and pitch notation. Use basic stave notation. Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and composers' use of musical devices 	Religious Traditions	HINDUISM
Vocabulary	Bowling, fielding, batting, accuracy. strike, dribble, control, accuracy.	Soprano, ukulele, pluck/pick, strum, note/chord names, ostinato and parts of the instrument – body / sound box, neck, head / headstock, bridge, nut fretboard / fingerboard, tuning pegs, strings, fretted stringed	Vocabulary	Remembering, important, Deity, Krishna, temple
Assessment	Strike and field - competitive game play Hand and stick invasion - competitive game play	To know string names and relative pitch demonstrating strumming and plucking.	Assessment	.Retelling of the story of the birth of Krishna

	PSHE	Modern Foreign Languages	
Description	Changing Me - Understand how bodies change both inside and outside and learn how babies grow.	To describe my family and pets.	
NC Objectives	<ul style="list-style-type: none"> • To identify the external genitalia in males and females • Learn about the physical and emotional changes that happen when approaching and during puberty • Develop strategies to manage transitions between classes and key stages 	<ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Present ideas and information orally to a range of audiences • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied; feminine, masculine and the conjugation of high frequency verbs. 	
Substantive Knowledge	<ul style="list-style-type: none"> • Correctly label the external parts of male and female bodies that are necessary for making a baby • Describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation is a natural part of this (Year 4 only) • Know how the circle of change works • Identify changes that are outside your control that you learn to accept • Identify what you are looking forward to when you move to a new class 	<ul style="list-style-type: none"> • Be able to say who you live with and extend to describing their name, age, favourite colour, clothes etc • Learn how to say simple negatives • Convert le/la/les to mon/ma/mes for possession • Understand the final silent 'e' sound • Children to describe animals they have at home • Children recap vocabulary to describe name, age and colour • Read book 'Cher Zoo' • Convert simple verbs 'avoir' and 'appeler' 	
Disciplinary Skills	<ul style="list-style-type: none"> • Appreciate that you are a truly unique human being • Understand that having a baby is a personal choice and express how you feel about having children when you are an adult • Develop strategies to help you cope with the physical and emotional changes you will experience during puberty • Be confident enough to try to make changes when you think they will benefit you • Express your fears and concerns about changes that are outside your control and know how to manage these feelings positively • Reflect on the changes you would like to make next year and describe how to go about these 	<ul style="list-style-type: none"> • Listen and show understanding of short phrases through physical response • Use familiar vocabulary to say a short sentence using a language scaffold • Identify individual sounds in words and pronounce accurately when modelled • Present simple rehearsed statements about themselves, objects and people to a partner • Say one or two short sentences that may contain an adjective to describe people, places, things and actions. • Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly • Write one or two simple sentences that may contain an adjective to describe people, places, things and actions • Use a simple negative form (ne...pas) 	
Vocabulary	Change, relationships, menstruation, periods, sanitary products, develop, penis, testicles, scrotum, urethra, genitalia, hips, breasts, vulva, urethra,	Mon frère, ma soeur, ma mère, mon père, mon beau-père, ma belle-mère, mon beau-frère, ma belle-soeur, ma grand-mère, mon grand-père, le partenaire de ma mère, le partenaire de mon père, je suis fille unique, je suis fils unique, un chat, un chien, un poisson, un oiseau, un canard, un mouton, un ours, une grenouille	
Assessment	To summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.	Children to be able to describe the family and pets they live with and describe them using familiar vocabulary previously taught.	

