



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

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English	Maths	
	Year 3	Year 4
<p><u>FICTION: The Firework Maker's Daughter (Philip Pullman)</u> This unit explores a quest story, following the tale of Lila who goes in search of a special ingredient in order to become a firework maker, just like her father. Children use this stimulus to design and write their own short quest stories.</p> <p><u>Key Objectives:</u></p> <ul style="list-style-type: none"> ● READING: increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● WRITING: in narratives, create characters, setting and plot 	<p>Fractions 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 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above</p>	<p>Fractions Number - fractions (including decimals) Pupils should be taught to: recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator</p>
<p><u>NON-FICTION: Violent Volcanoes/Earth Shattering Earthquakes (Anita Ganeri)</u> Children read extracts from the Horrible Geographies series, identifying the techniques used to make the content engaging. They then write an information page in a similar style.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> ● READING: listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● WRITING: organise paragraphs around a theme 	<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 <i>Continued into Spring Two...</i> 	<p>Decimals recognise and write decimal equivalents of any number of tenths or hundreds recognise and write decimal equivalents to $1/4$, $1/2$, $3/4$ 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 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places</p>
<p><u>POETRY: Dear March (Emily Dickinson)</u> Children study this classic poem by the famous poet, Emily Dickinson. They then compare and contrast this poem about spring with related works by other poets. Finally, they choose and write their own poem about a season.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> ● READING: Prepare poems and plays to read aloud ● WRITING: assessing the effectiveness of their own and others' writing and suggest improvements 		

Measure

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

Continued into Spring Two...

	Computing	History	Geography
Description	The children will create a game using coding software Scratch, with a focus on loops		Active Planet Mountains and Volcanoes (South Aegean Greece)
NC Objectives	<ul style="list-style-type: none"> To 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"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (Greece). Describe and understand the key aspects of Human and Physical Geography
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn how to make an algorithm and use it when programming. Children will learn how to decompose tasks (such as animations) into separate steps to create an algorithm Children will learn that abstraction focuses on important information Children will learn how to Identify patterns in an algorithm. Understand how to use repetition in algorithms. Children will learn how to use logical reasoning to detect and correct errors in programs. 		<ul style="list-style-type: none"> Retrieval KS1- UK Countries, capitals, flags and surrounding seas. To describe and understand key aspects of physical geography, specifically volcanoes and earthquakes To locate Greece on a world map and identify the key physical and human characteristics. To locate some key mountains/volcanoes on a world map. (Mt Everest, Mt Fuji, Mt Kilimanjaro, Mt Etna) Know that mountain ranges are a group of mountains joined together.
Disciplinary Skills	<ul style="list-style-type: none"> Understand how to write a complex algorithm to create a game. Understand how to decompose tasks and debug my algorithm Understand how to use a loop to repeat an action in a program (e.g. make a sprite move in a square or circle). Understand that conditionals (e.g. "if/then" blocks) allow the program to make decisions. Understand how to create and use a variable in a program (e.g. keeping score in a game or tracking time). Understand how to use directional commands to create an algorithm. 		<ul style="list-style-type: none"> To use Digi maps to locate volcanoes and see where they lie in relation to tectonic plates. To use maps and atlases to locate volcanoes around the world. (Santorini to Local Area) Use fieldwork to observe
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'.		End of Unit Quiz: 'Quick questions on the unit studied. End of Unit work Out '

	Art	DT	Science
Description	Volcano painting based on Jackson Pollock		Children learn about the importance of light to see and how it is reflected and how shadows are formed.
NC Objectives	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. 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]. About great artists, architects and designers in history. 		<ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change.
Substantive Knowledge	<p>Theoretical skills</p> <ul style="list-style-type: none"> To find out about Abstract Expressionism art and the importance in art history. To find out about Jackson Pollock and his art. <p>Practical skills</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Use the work of artists to replicate ideas or inspire their own work -Jackson Pollock. Compare ideas, methods and approaches in their own and others' work Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Experiment with different effects and textures Create different effects and textures with paint according to what they need for the task. Begin to name tertiary colours.& more specific colour language and mix and use tints and shades 		<p>Light and Sight</p> <ul style="list-style-type: none"> We need light to see; darkness is the absence of light Light comes from a source We see objects because they emit or reflect light Many light sources give off light&heat (bulb filaments) The Sun is a light source; the Moon reflects the Sun's light Light from the Sun can damage eyes so we must protect them <p>What Light Does When it Hits Materials</p> <ul style="list-style-type: none"> Transparent objects let light pass through Opaque objects block light and create shadows Shadows are larger when objects are closer to the light source and smaller when further away Translucent materials let some light through but we can't see clearly through them Reflective surfaces bounce light back to form reflections Light is reflected when it bounces off objects.
Disciplinary Skills	How is art judged? Children to order art to see which they think sold for the most to the least and discuss		<ul style="list-style-type: none"> Ask questions about the world around them Decide which type of scientific enquiry to use Understand the need for fair tests Set up fair tests, choosing observations, timing, equip Make careful, systematic observations and note changes over time Measure accurately using rulers and tape measures Carry out simple comparative and fair tests Collect and record data from observations and measurements Present data in different ways to answer questions Record findings using scientific language, drawings and diagrams Make predictions and draw simple conclusions Suggest improvements and raise new questions Links between results and other scientific evidence
Vocabulary	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

Assessment

Can children name at least 4 facts about Jackson Pollock and his life? Can they explain abstract expressionism? Can they discuss how art is judged? Can children create their own volcano painting using painting techniques learnt?



Headstart assessment on light

	PE	Music	Religious Education	
Description	Indoor- Creative (Dance) Outdoor- Invasion (Netball) PPA-Invasion (Handball)	Children will find out about Mexican music -The Mariachi - La cucaracha	Description	TREES 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"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns 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 	Living Difference Concept Cycle	<p>Communicate To sketch a winter tree paying particular attention to texture and shape. To communicate how the tree made them feel and consider what adjectives and attributes they would use to describe it</p> <p>Apply To recognise that Trees can evoke different emotions in people To consider why some people experienced a strong emotional reaction to the felling of the Sycamore gap tree</p> <p>Inquire To understand why trees are important to the environment and that they can be a useful natural resource. To understand that trees are often used as a symbol of growth, new life, shelter and protection.</p> <p>Contextualise To explain why the Banyan tree is an important symbol to Hindus and describe how they celebrate it To know the Christian parable of the mustard seed and discern what this might tell Christians about Heaven</p> <p>Evaluate To consider any similarities between the Mustard and Banyan trees 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</p>
Substantive Knowledge	<p>Creative - Dance</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance, whilst incorporating apparatus Perform dances with varied movement patterns to express ideas and emotions Include canon, unison, repetition, action/reaction and question/answer in dance phases Work consistently in pairs and groups Use stimuli to create characters and narratives Apply speed, tension, continuity, spatial patterns in partner and group dances <p>Invasion</p> <ul style="list-style-type: none"> Use simple tactics and set moves in games Adapt techniques to keep possession and create scoring chances Choose space and positions to receive passes and support teammates Select passes to keep possession Combine running, jumping, sending, receiving Play competitive games, adapting rules as need Move with a ball under control Keep possession and receive ball successfully Perform basic game skills with control accuracy 	<ul style="list-style-type: none"> Pitch - Identify steps, leaps and repeated notes in melodies and explore different scale patterns, e.g. pentatonic, major and minor Structure - develop understanding of extended conventional structures and identify the more subtle development of musical ideas. Further develop use of ostinato. Understand, identify and use graphic notation including basic rhythm and pitch notation. Introduce basic stave notation. Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. 		
Disciplinary Skills	<p>Creative - Dance</p> <ul style="list-style-type: none"> Perform dances clearly, fluently and with control Use range of movement patterns accurately 	<ul style="list-style-type: none"> Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality. 		

	<ul style="list-style-type: none"> • Perform with a partner or in a group, combining actions, maintaining quality • Know strength and suppleness can be improved <p>Invasion</p> <ul style="list-style-type: none"> • Move the ball under control - changing direction • Pass, shoot&receive with increasing control &accuracy • Work effectively as part of a team • Receive ball control; shoot&score some accuracy • Show growing control and consistency in games • Position themselves well to pass, receive, challenge 	<ul style="list-style-type: none"> • Recognise why and when to improve and start to develop basic individual and group rehearsal skills 	Religious Traditions	CHRISTIANITY HINDUISM
Vocabulary	Aim, dribble, intercept, tactics, position, receive, skill, space, accuracy, power, score, defend, possession, support, technique, audience, canon, choreography, level, fluency, performance, position, control, expressions, rhythm, unison	Pitch, step, leap, repeat, melodic, shape, scale, major, ostinato	Vocabulary	Trees, symbol, new life, protection, shelter, growth
Assessment	Assessed against Hordle's PE internal assessment criteria.	To perform Popocatepetl 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 classroom objects.	
NC Objectives	<ul style="list-style-type: none"> Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes 	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences using familiar vocabulary, phrases and basic language structures. Appreciate stories in the language Understand basic grammar appropriate to the language being studied (feminine, masculine) 	
Substantive Knowledge	<ul style="list-style-type: none"> Be able to explain some of your hopes and dreams Understand that sometimes hopes and dreams do not come true and that this can hurt Know that reflecting on positive and happy experiences can help to counteract disappointment Know how to make a new plan and set goals even if you have been disappointed Know how to work out the steps to take to achieve a goal and can do this successfully as part of a group Identify the contributions made by myself and others to the group's achievement. 	<ul style="list-style-type: none"> To understand and follow simple classroom instructions Be able to identify colours To name some items in their pencil case 	
Disciplinary Skills	<ul style="list-style-type: none"> Know how it feels to have hopes and dreams Know how disappointment feels and identify when you have felt that way Know how to cope with disappointment and how to help others cope with theirs Know what it means to be resilient and to have a positive attitude Enjoy being part of a group challenge Know how to share in the success of a group and how to remember this success experience. 	<ul style="list-style-type: none"> Listen and show understanding of single words through physical response. Read and show understanding of short phrases through physical response Recognise a familiar question and respond Use familiar vocabulary to write a short sentence using a language scaffold Name the gender of nouns, name the indefinite article for both genres and use correctly Recognise and use the first person possessive adjectives (mon, ma) 	
Vocabulary	Hopes, dreams, goals, resilience, teamwork, steps, achieve, support, setback, positive attitude, mindset	Repondez, dessinez, écrivez , rangez vos affaires, croisez les bras, calmez-vous, asseyez-vous correctement, écoutez , attention , orange, noir, blanc, rose, marron/brun, violet, rouge, jaune, vert, bleu , un taille -crayon, une bâton de colle les/des feutres, les/des ciseaux, Qu'est-ce que tu as dans ta trousse? Dans ma 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.	Listening - To be able to listen to French sentences and colour in the correct object accordingly.	