



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

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English	Maths	
	Year 3	Year 4
<p><b><u>FICTION: Little Red (Bethan Woolvin)</u></b>  Children explore how character is developed through this modern twist on Little Red Riding Hood. They then explore how to portray character through thoughts, actions, feelings and word choice.</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>READING: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>WRITING: in narratives, to create characters and plot</li> </ul>	<p><i>Measure continued from Spring One...</i></p> <p><b>Measurement: money</b></p> <ul style="list-style-type: none"> <li>Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Measurement: time</b></p> <ul style="list-style-type: none"> <li>Tell and write the time from an analogue clock, including using Roman numerals from 1 to XII and 12-hour and 24 hour clocks</li> <li>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight</li> <li>Know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>Compare durations of events</li> </ul>	<p><i>Measure continued from Spring One...</i></p> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>Estimate, compare and calculate different measures, including money in pounds and pence</li> </ul> <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>Read, write and convert time between analogue and digital 12 and 24-hour clocks</li> <li>Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days.</li> </ul>
<p><b><u>FICTION: The Wolf's Story (Toby Forward)</u></b>  Children read this take on Little Red Riding Hood, hearing the story from the wolf's rather convincing point-of-view. Children identify techniques used to persuade the reader and then attempt to write their own convincing version of events.</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>READING: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>WRITING: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>		
<p><b><u>NON-FICTION: School Field for Sale (Argument)</u></b>  Children read a compelling letter from the Headteacher explaining why the school field must come up for discussion at the next Governing Body meeting - there are plans to sell it. Children then write convincing unbalanced arguments to convince the governors otherwise.</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>READING: reading books that are structured in different ways and reading for a range of purposes</li> <li>WRITING: organise paragraphs around a theme</li> </ul>		

	Computing	History	Geography
<b>Description</b>	To create a stop-frame animation video		Active Planet Earthquakes (Campania, Italy)
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</li> <li>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.</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>		<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe.</li> <li>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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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 (Italy)</li> <li>describe and understand the key aspects of: Human and Physical Geography</li> </ul>
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Children will learn what a stop-frame animation is</li> <li>Children will learn how stop-frame animations are made</li> <li>Children will learn how to create a short story to develop into a film</li> <li>Children will learn how to create a series of photos to create their stop-frame animation</li> </ul>		<ul style="list-style-type: none"> <li>Retrieval KS1- Name and locate the 5 oceans of the world and the 7 continents.</li> <li>Name and locate some well-known European countries. (Spain, France, Italy, Greece, Germany Inc. Russia)</li> <li>To describe and understand key aspects of physical geography, specifically earthquakes</li> <li>To locate Italy on a world map and identify the key physical and human characteristics. (Campania, Italy)</li> </ul>
<b>Disciplinary Skills</b>	<ul style="list-style-type: none"> <li>Understand how to create a series of pictures using stop-frame software</li> <li>Understand how to create a flip book style by taking a series of images that are slightly adjusted</li> <li>Understand why little changes are needed for each frame</li> <li>Understand how to use the iMotion suite</li> <li>Understand the term onion skinning and what this technique is used for</li> </ul>		<ul style="list-style-type: none"> <li>Observe, collect data, and ask questions.</li> <li>Observe what happens to different models and record outcomes</li> <li>Create a bar chart or pictogram</li> <li>Reflect- discuss real-world examples of earthquake-resistant architectures.</li> </ul>
<b>Vocabulary</b>	Animations, clips, frame, stop motion, animation, onion skinning, stills, focus, frame, portrait, landscape, rotate, lens, photo, photograph, shutter, lighting, effects, zoom, flash		earthquake, tectonic plates, crust, fault, epicentre, focus, magnitude, seismograph, aftershock, tsunami, shockwaves, ring of fire, plate boundary, Richter scale. rescues, emergency kit, tremor, earthquake drill.
<b>Assessment</b>	Can the child make a simple stop-frame animation using the iMotion suite		EOUWO- How do earthquakes affect people, and how do people try to stay safe? EOU Quick Quiz about all you have learnt this unit.

	Art	DT	Science
<b>Description</b>		To design and create an electronic alarm linked to natural disasters.	To group, compare and describe rocks and soils.
<b>NC Objectives</b>		<ul style="list-style-type: none"> <li>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.</li> <li>Generate, develop, model and communicate their ideas through discussion annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>Understand how key events and individuals in design and technology helped shape the world</li> <li>Understand and use electrical systems in their products including switches, bulbs, buzzers and motors</li> <li>To apply their understanding of computing to program, monitor and control their products.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>
<b>Substantive Knowledge</b>		<ul style="list-style-type: none"> <li>Investigate electronic circuits</li> <li>Learn that some products need a battery/circuit to work</li> <li>Make an electronic alarm for a natural disaster</li> <li>Refer back to design criteria and evaluate.</li> </ul>	<ul style="list-style-type: none"> <li>Rocks are solid materials made of minerals found on the Earth's surface and underground</li> <li>There are three types: igneous (from molten rock, e.g. granite), sedimentary (layers of particles or shells, e.g. limestone) and metamorphic (squashed and heated rock, e.g. marble)</li> <li>Rock properties, including hardness and permeability, depend on how they were formed; some contain metals (ores) and some are manmade.</li> <li>Soil is made of broken-down rock, humus (rotted plants) and fragments of different sizes (sand, silt, clay)</li> <li>Fossils form when plants or animals are buried in mud or rock and layers of sediment turn the mud to stone</li> </ul>
<b>Disciplinary Skills</b>		<ul style="list-style-type: none"> <li>To develop a design for an innovative and functional product aimed at a specific audience</li> <li>Generate an annotated cross-sectional diagram to communicate ideas</li> <li>Develop digital working prototypes mechanical and control skills</li> <li>Understand simple electrical control</li> </ul>	<ul style="list-style-type: none"> <li>To use microscopes to identify and classify rocks by grains or crystals</li> <li>Group rocks by appearance and simple physical properties</li> <li>Explore and compare local soils</li> <li>Research how fossils are formed</li> <li>Ask relevant questions about the world</li> <li>Make careful, systematic observations and note changes over time</li> <li>Use evidence, including secondary sources, to answer questions and support findings</li> <li>Make links between their results and other scientific evidence</li> </ul>
<b>Vocabulary</b>		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
<b>Assessment</b>		Assess final product against the design criteria	Headstart assessment on rocks

	PE	Music	Religious Education	
Description	Indoor—Target Games (Dodgeball) Outdoor- Net and Wall Games (Tennis) PPA-Invasion Game (Football)	Children create and perform own untuned percussion piece (In the Hall of the Mountain King - Grieg)	Description	EUCCHARIST 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"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <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 [for example, through athletics and gymnastics]</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. 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</li> <li>Improvise and compose music 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> <li>Appreciate and understand a wide range of high-quality live and recorded music from different traditions, great composers and musicians</li> <li>To develop an understanding of the history of music.</li> </ul>	Living Difference Concept Cycle	<p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>To explain what is meant by the term 'symbol'</li> <li>To recognise what different well known symbols mean or represent</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>To use my knowledge of symbolism to create my own symbol for 'hungry' or 'thirsty'</li> </ul> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>To know what the term Eucharist means and understand that the sharing of bread and wine is known by different names in different churches.</li> <li>To explain what the bread and wine symbolise in the Eucharist ritual</li> </ul> <p><b>Contextualise</b></p> <ul style="list-style-type: none"> <li>To describe what happened at The Last Supper and why many Christians continue to share bread and wine in churches today</li> <li>To describe what happens during a Eucharist service</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To discern why it is important for Christians to take part in the ritual of Eucharist</li> </ul>
Substantive Knowledge	<p><b>Net/Wall Games</b></p> <ul style="list-style-type: none"> <li>Combine running, jumping, sending and receiving skills</li> <li>Play competitive games, adapting rules as needed</li> <li>Participate in different types of rallies</li> <li>Use space and tactics to make it hard for opponents to score and gain advantage</li> </ul> <p><b>Target Games</b></p> <ul style="list-style-type: none"> <li>Focus on accuracy.</li> <li>Use ball-handling, striking, dodging, and catching skills effectively.</li> <li>Move to get in position to throw or receive.</li> <li>Apply tactics and strategies to win.</li> <li>Use space effectively in game situations.</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>Use simple tactics and set moves in attack.</li> <li>Adapt techniques and tactics to keep possession and create scoring chances.</li> <li>Choose space and positions to support teammates and receive passes.</li> <li>Select passes to maintain possession.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and understand how rhythm patterns fit to a steady beat using 2,3 and 4 metre</li> <li>Explore how to use dynamics for expressive effect</li> <li>Explore how to use tempi for expressive effect</li> </ul>	Religious Traditions	CHRISTIANITY
Disciplinary Skills	<p><b>Net/Wall Games</b></p> <ul style="list-style-type: none"> <li>Throw, hit or send the ball with control and accuracy</li> <li>Send the ball into space to challenge opponents</li> <li>Intercept, stop and keep rallies going</li> <li>Move purposefully and adopt a good ready position</li> <li>Play fairly and follow the rules</li> </ul> <p><b>Target Games</b></p> <ul style="list-style-type: none"> <li>Catch and throw accurately</li> <li>Move with control</li> <li>Dodge and evade opponents</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>Control, pass, shoot and receive the ball</li> <li>Use different passing techniques</li> <li>Work as part of a team</li> <li>Shoot and score with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Develop fluency with using instrumental skills and techniques and play with accuracy and growing musicality.</li> <li>Recognise why and when to improve and start to develop basic individual and group rehearsal skills.</li> <li>Understand and use detailed graphic notation. Use basic stave notation.</li> <li>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.</li> </ul>		Symbol, remember, Eucharist, Holy Communion, Last Supper
Vocabulary	Swing, cooperative, movement, direction, send, catch, power, accuracy, space, control, bounce, aim, accuracy, space, react, target, strike, compete, dodge, pass, overarm, duck, underarm	Dynamics, quiet, loud, crescendo, tempo, slow, getting louder, fast	Vocabulary	Diamond 9 showing importance to Christians of taking part in Holy Communion
Assessment	Assessed against Hordle's PE internal assessment criteria.	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	EUCCHARIST Children will learn what the elements of The Eucharist represent and why many Christians continue to share bread and wine together

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