



**YEAR A - SUMMER 1**  
**Key Stage: Lower Juniors**  
**Topic: Rainforest to New Forest**

YEAR A - SUMMER 1		
English	Maths	
	Year 3	Year 4
<p><b><u>NON-FICTION: National Geographic Web Pages - Sloths</u></b>  Children read National Geographic web pages and learn all about the sloth and orangutans. They then design and write their own non-fiction webpages on a rainforest animal of their choice, using structures, language features and word choices fit for the purpose.</p> <p><u>Key Objectives:</u></p> <ul style="list-style-type: none"> <li>READING: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>WRITING: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>	<p><b>Geometry: properties of shapes</b></p> <ul style="list-style-type: none"> <li>Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them</li> <li>Recognise angles as a property of shape or a description of a turn</li> <li>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</li> <li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul>	<p><b>Geometry: properties of shapes</b></p> <ul style="list-style-type: none"> <li>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>Identify acute and obtuse angles and compare and order angles up to 2 right angles by size</li> <li>Identify lines of symmetry in 2D shapes presented in different orientations</li> <li>Complete a simple symmetric figure with respect to a specific line of symmetry</li> </ul> <p><b>Geometry: position and direction</b></p> <ul style="list-style-type: none"> <li>Describe positions on a 2D grid as coordinates in the first quadrant</li> <li>Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>Plot specified points and draw sides to complete a given polygon.</li> </ul>
<p><b><u>NON-FICTION: Talking History - 100 years of speeches</u></b>  After reading The Great Kapok Tree, children go on to read some of the world's most famous speeches about saving the rainforest and they practice performing these with intonation. They then compose their own speeches on the subject of deforestation, using a range of persuasive devices.</p> <p><u>Key Objectives</u></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: progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>		
<p><b><u>POETRY: Island Man (Grace Nichols)</u></b>  Children explore how Grace Nichols uses language and poetic devices to create contrasting settings and convey emotions. They then write their own descriptive poems using imagery and contrast to portray emotions.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>READING: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>WRITING: composing and rehearsing sentences orally</li> </ul>		

	Computing	History	Geography
<b>Description</b>	To use Google Sheets to collect data and turn this into a graph		Rainforests South America
<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 (including the location of Russia) and North and South America</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, and a region within North or South America</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 how to access Google Sheets</li> <li>Children will learn how to input data into a simple spreadsheet</li> <li>Children will learn what a cell is and the importance of these when collecting data</li> <li>Children will learn basic formulas and how to enter these into a spreadsheet</li> </ul>		<ul style="list-style-type: none"> <li>Retrieval KS1- Consolidate where we are on a map (Hampshire, Hordle)</li> <li>Name and locate, including the capital cities ,some well-known European countries. (Spain, France, Italy, Greece, Germany Inc. Russia)</li> <li>Be able to locate the Amazon Rainforest in South America on a map</li> <li>Know the different climates of rainforests.</li> <li>Know some of the different species of plants and animals.</li> </ul>
<b>Disciplinary Skills</b>	<ul style="list-style-type: none"> <li>Understand how to open Google Sheets</li> <li>Understand how to type text and numbers into cells</li> <li>Understand how to select and format cells</li> <li>Understand how to resize columns to fit data correctly</li> <li>Understand how to copy and paste data into different cells</li> <li>Understand how to enter data into a simple graph</li> </ul>		<ul style="list-style-type: none"> <li>Carry out a plant and animal survey.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use fieldwork to compare climates</li> </ul>
<b>Vocabulary</b>	log in, log out, mouse, pointer, cursor, username, password, taskbar pop up, track pad, keyboard, enter, backspace, copy, paste, screen, account, Google Document, Document, page, computer, laptop, graph, sum, spreadsheet, cells, format, columns, rows, formula, data, table		Rainforest, Tropical Canopy, Forest floor, Emergent layer, Habitat, Climate, Humidity, Adaptation, Observation, Survey, Tally, Biodiversity, Leaf litter, Equator, Species Data, Classification, Fieldwork
<b>Assessment</b>	Can the child make their own graph based on a set of data that has been collected		EOUWO- Create a poster showing all you have learnt about rainforests. EOU Quick Quiz about all that you have learnt in this unit.

	Art	DT	Science
<b>Description</b>	Artist: Henri Rousseau Create their own painting in the style of Henri Rousseau		Sound: Children learn about how vibrations cause sound and what pitch and volume are.
<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>To identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
<b>Substantive Knowledge</b>	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To learn about post impressionism art and make links to other art periods.</li> <li>To find out about Henri Rousseau art work and his life.</li> </ul> <p><b>Practical</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 -Henri Rousseau</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>Begin to use perspective techniques.</li> <li>Experiment with different effects and textures</li> <li>Work on a range of scales e.g. Thin brushes on small pictures</li> <li>Create different effects and textures with paint according to what they need for the task</li> <li>Explore tertiary colours and tints and shades</li> <li>To understand complimentary colours</li> </ul>		<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>Sounds are produced in various ways and have pitch and volume</li> <li>Sound is caused by vibrations that travel through air and other materials</li> <li>Vibrations reach our ears and are interpreted by the brain as sound</li> </ul> <p><b>Pitch and Volume Changes</b></p> <ul style="list-style-type: none"> <li>Pitch depends on vibration speed (frequency); faster vibrations = higher pitch</li> <li>Smaller objects or tighter strings vibrate faster producing higher pitches</li> <li>Volume depends on vibration size (amplitude); bigger vibrations = louder sounds</li> <li>Sounds get quieter as they travel further from the source</li> </ul>
<b>Disciplinary Skills</b>	<ul style="list-style-type: none"> <li>Why do you think artists did not like Henri Rousseau artwork?</li> <li>Why did it become more appreciated?</li> <li>Why do you think it was only once Henri died that his work was more appreciated?</li> </ul>		<ul style="list-style-type: none"> <li>Ask relevant questions about the world</li> <li>Choose the appropriate type of scientific enquiry</li> <li>Understand need for fair tests and how to set them up</li> <li>Make careful, systematic observations and measure changes over time</li> <li>Use equipment, including data loggers to collect measurements</li> <li>Carry out comparative and fair tests</li> <li>Record and present findings using scientific language, diagrams and tables</li> <li>Draw conclusions, make predictions and identify patterns or relationships</li> <li>Use evidence, including other scientific sources to answer questions</li> <li>Suggest improvements and raise new questions</li> <li>Communicate results clearly in writing and orally</li> </ul>
<b>Vocabulary</b>	Impressionism, Post Impressionism, background, middle ground, foreground, proportion, wash, complimentary colours, landscape, layers, line, colour, tone, tint, shade, primary colour, secondary colour, tertiary colour.		Vibration, air, ear, hear, sound, volume, pitch, fainter, loud, louder, percussion, string, woodwind, brass, insulate
<b>Assessment</b>	Can they describe Henri Rousseau and his artwork and discuss why Henri Rousseau's work was originally not appreciated? Can the children create a painting scene in the style of Henri Rousseau using proportion, complementary colours?		Headstart assessment on sound

	PE	Music	Religious Education	
Description	Athletics Striking/Field Games (Cricket)	Our School - '. Performance of Learnin' Rap including steady beat and ostinato. Creating and performing School Rap	Description	RITUAL Children will learn about the Christian prayer rituals of the Lord's prayer and the Rosary and consider why these are important to some Christians.
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. 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>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music</li> </ul>	Living Difference Concept Cycle	<p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• To understand what is meant by the term ritual and to think about how this might differ from having a routine in place</li> </ul> <p><b>Contextualise</b></p> <ul style="list-style-type: none"> <li>• To learn about the Christian prayer rituals of the Lord's prayer and the Rosary</li> <li>• To compare and contrast the two versions of the Lord's Prayer located in the New Testament</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• To consider why Christians might find it valuable to use the Lord's prayer or Rosary when they pray</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• To consider whether there are any rituals that they have in their own lives and what this might feel like if it was stopped</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>• To plan a ritual that could be used to mark a special occasion in the school calendar</li> </ul>
Substantive Knowledge	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping in isolation and combination</li> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• Know that there is pace judgement needed when running over an increased distance.</li> <li>• Know when to choose appropriate running speeds to meet the demand of the task.</li> </ul> <p>•</p> <p><b>Strike and field</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.</li> <li>• I understand the rules of the game.</li> <li>• Know when to communicate and collaborate with others during team games.</li> <li>• I can discuss tactics and know when to apply tactics in game situations – for both fielding and striking.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and understand how rhythm patterns fit to a steady beat and use 2,3 and 4 metre</li> <li>• Develop understanding of extended conventional structures including Rondo (ABACADA) 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> </ul>	Religious Traditions	
Disciplinary Skills	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Know how to apply a broad range of athletic skills in different ways.</li> <li>• Know how to show control, coordination and consistency when running, throwing, and jumping.</li> <li>• Know how to combine basic jump actions to form a jump combination, using a controlled jumping technique.</li> </ul> <p><b>Strike and Field</b></p> <ul style="list-style-type: none"> <li>• Know how to throw a ball over an increasing distance.</li> <li>• Know how to catch a ball over an increasing distance.</li> <li>• Know how to hit a ball with the correct technique.</li> <li>• Know how to intercept and stop the ball consistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the voice as an instrument, chant and sing expressively in layers including more complex round and partner songs</li> <li>• Develop instrumental skills and techniques and play with accuracy and musicality.</li> <li>• Recognise why and when to improve and start to develop basic individual and group rehearsal skills</li> <li>• Identify, understand and use a range of graphic notation, basic rhythm and pitch notation. Use basic stave notation.</li> <li>• Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes.</li> <li>• Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and composers' use of musical devices</li> </ul>		CHRISTIANITY
Vocabulary	Develop, experiment, distance, combination, balance, co-ordination, movement, distance, pull, target, technique, accelerate, batting, control, feeder, fielder, grip, score, wickets, long barrier, striking, teamwork, underarm, wicket keeper, bowler, position, technique	Rap, rhyme, beat, pulse		Ritual, routine, prayer, dedication
Assessment	Assessed against Hordle's PE internal assessment criteria.	Creating and performing lyrics for School Rap identifying how words patterns fit to a steady beat.	Assessment	To rewrite the Lord's Prayer in their own words

	PSHE	MFL (French)	
<b>Description</b>	Relationships - Children learn about key emotions: jealousy, love and loss. They learn about healthy relationships and getting on and falling out.	To describe your family and the clothing people are wearing.	
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>To recognise that there are different types of relationships (e/g/ friendships, family relationships, romantic relationships, online relationships)</li> <li>That healthy friendships make people feel included</li> </ul>	<ul style="list-style-type: none"> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Appreciate stories and songs in the language</li> </ul>	
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Recognise situations which can cause jealousy in relationships</li> <li>Identify someone you love and say why they are special</li> <li>Recognise how friendships change, know how to make new friends and how to manage when you fall out with your friends</li> <li>Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when you are older</li> <li>Know how to show love and appreciation to people and animals who are special to you</li> </ul>	<ul style="list-style-type: none"> <li>Be able to say who you live with and extend to describing their name, age, what they look like etc.</li> <li>Convert le/la/les to mon/ma/mes for possession</li> <li>Children recap vocabulary to describe name, age and colour</li> <li>Convert simple verbs 'avoir' and 'appeler'</li> <li>Name some items of clothing and describe them using colour vocabulary</li> <li>Read the book 'Je m'habille et je te croque'</li> </ul>	
<b>Disciplinary Skills</b>	<ul style="list-style-type: none"> <li>Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</li> <li>Know how most people feel when they lose someone or something they love</li> <li>Understand that we can remember people even if we no longer see them</li> <li>Know how to stand up for myself and how to negotiate and compromise</li> <li>Understand that boyfriend/girlfriend relationships are personal and special and there is no need to feel pressured into have a boyfriend/girlfriend</li> </ul>	<ul style="list-style-type: none"> <li>Join in with actions and words to accompany familiar songs</li> <li>Listen and show understanding of short phrases through physical response</li> <li>Use strategies for memorisation of vocabulary</li> <li>Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.</li> <li>Name the gender of nouns name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns</li> <li>Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use</li> <li>Use familiar vocabulary to say a short sentence using a language scaffold</li> <li>Identify individual sounds in words and pronounce accurately when modelled</li> </ul>	
<b>Vocabulary</b>	Relationships, friendship, boyfriend, girlfriend, love, jealousy, emotions, loss, grief, self-belief, compromise	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, les yeux, les cheveux, la culotte, le tee-shirt, les chaussettes, le pantalon, le pull, les bottes, le chapeau, le manteau	
<b>Assessment</b>	Recognise how people are feeling when they miss a special person or animal. Give ways that might help them manage their feelings when missing a special person or animal.	<b>Speaking</b> - children to explain who they live with and extend to describe their name, age, eye and hair colour.	

