

Class: Corve (Year 3&4)

Title: Ancient Civilisations

Cycle Year: 2

Term: Summer

Educational Visits: TBC

Develop our English skills through the stimuli of:

- Reading Spine Texts: Fortunately, The Milk by Neil Gaiman, The Iron Man by Ted Hughes, Hansel & Gretel by Anthony Browne (Picture book), You Are Old Father William by Lewis Carroll (poem) and Topsy Turvy World by William Brightly Rands (poem)
- Explanation about what shadows are.
- Writing our own myth about the creation of our world.
- Narrative setting description writing based on The Iron Man.
- Narrative writing telling their own version of Hansel and Gretel.
- Writing a recount of our trip.

Please see English assessment skills sheets for further guidance.

Develop our Maths skills through key foci of:

In line with the Herts for learning guidance:

- Number and Place Value Reasoning 2 – Decimals (Y3 – tenths. Y4 – hundredths)
- Measurement Reasoning 1 – Comparing, estimating and calculating with measures.
- Measurement and Statistical Reasoning 2 – Time, Timetables and Times Graphs.
- Operational Reasoning – Understanding and Applying the Four Operations
- Proportional Reasoning 3 – Finding Fractions of Quantities by applying their times table facts (Y3: 3, 4 and 8s. Y4: all facts to 12X12)
- Y2: Negative Numbers – Counting through zero and calculating in context.
- Y2: Geometry – Co-ordinates in the first quadrant and translations
- Y2: Geometry – Position and Direction, incorporating angles and plotting
- Continuing to develop fluency for number and times table facts.
- Measuring to create the pattern for the coin purses.
- Continuing to apply understanding to a range of reasoning and problem-solving tasks.

Developing the automaticity and fluency of number facts through Mastering Number.

Please see skills and knowledge in year group assessment grids.

As scientists we will focus on:

Work scientifically: Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:

- Ask relevant questions and uses different types of scientific enquiry to answer questions.
- Sets up simple practical enquiries, comparative and fair tests.
- Make observations, take accurate measurements using different scientific equipment.
- Gather, record, classify and present data in a variety of different ways to answer questions.
- Record findings using simple scientific language, drawings, diagrams, keys, charts and tables.
- Reports findings from enquiries in different ways.
- Use results to draw simple conclusions, make prediction, suggest improvements and raise questions.
- Identifies differences, similarities or changes related to simple scientific ideas and processes.
- Uses straightforward scientific evidence to answer questions to support their findings.
- Uses appropriate scientific vocabulary in their explanations.

Light:

- Recognise that humans need light in order to see things and that darkness is the absence of light.
- Understands that light is reflected from surfaces.
- Understand that light from the sun can be dangerous and that there are ways to protect their eyes, also consider how the sun can damage our skin.
- Understands the difference between opaque, translucent and transparent materials and can explain how much light each material lets through.
- Shadows are formed when light from a light source is blocked by an opaque object (explore how light passes through transparent, translucent and opaque objects).
- Working scientifically: Use the data loggers to find the best material for curtains.

Living things:

- Identify and name a variety of living things in their local and wider environment.
- Group and classify living things (mammal, amphibian, reptile, fish, bird).
- Recognise that environments can change and this can pose dangers to living things (positive: nature reserves eco parks and garden ponds. Negative: loss of habitat, overhunting, pollinator loss).
- Recognise that living things can be grouped in different ways: Venn diagrams, Carroll diagrams
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

P.E.

Physical activities and sports development in the areas below (following our progression of skills):

- Striking and fielding: cricket and rounders.
- Athletics.
- Swimming.
- Tennis.
- OAA

As experts in computing we will:

- Use spreadsheets to design a graph to solve a problem e.g. x tables (2calculate 4.3)
- Writing for different audiences (2email; 2connect; 2diy 4.4) and making informed choices about the best way to present their information.

Please see computing progression map for further guidance.

As artists we will explore working in 3D:

Telling Stories Through Making

Disciplines: drawing, sculpture, sketchbooks

Medium: Paper, drawing materials & Modroc

Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake

- Artists are inspired by other artists often working in other artforms.
- Explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials in my sketchbook.
- Use Modroc to make a sculpture.
- Use paint to add colour to my sculpture.

R.E.

For Christians what was the impact of Pentecost?

Make sense of belief:

Make clear links between the story of Pentecost and Christian beliefs about the Kingdom of God on Earth; offer informed suggestions about what the events of Pentecost in Acts 2 might mean both then and now.

Understand the impact:

Make simple links between the description of Pentecost, the Holy Spirit, the Kingdom of God and how Christians live now.

Make connections:

Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their answers.

How and why do people try to make the world a better place?

Make sense of belief:

Identify some beliefs about why the world is not always a good place – Christian idea of sin.

Make links between religious beliefs and teachings and why people try to live and make the world a better place.

Understand the impact:

Make simple links between teachings about how to live and ways in which people try to make the world a better place – Tikkun olam, charity.

Make connections:

Raise questions/suggest answers about why the world is not always a good place, and what are the best ways of making it better; make some links between commands for living from Christian/Jewish traditions and non-religious worldviews.

Personal, Social, Health and Economic Education (including Relationships and Sex Education). Pupils will have the opportunity to:

Relationships:

- Jealousy
- Love and loss
- Memories of loved ones
- Getting on and Falling Out
- Girlfriends and boyfriends
- Showing appreciation to people and animals (visit from Dog's Trust)

Changing Me:

- Being unique
- Having a baby
- Girls and puberty
- Confidence in change
- Accepting change
- Preparing for transition
- Environmental change

As historians we will have an overview of ancient civilisations. We will:

- Understand that farming changed the way people lived. (Change from nomadic to settlements).
- Understand where and when some ancient civilisations started (examples could be ancient Summer, ancient Egypt, Minoan civilization, ancient Greece, Shang dynasty, Phoenician civilization, ancient Rome)
- Compare what is similar and different about ancient civilisations through trade and mathematics, writing, settlement (buildings), technology (particularly the wheel)
- Understand the chronology of ancient civilisations in relation to other topics they have covered so far.
- Learn how Historians can find out about technological advanced through a variety of different sources, such as artefacts and drawings.

As geographers we will explore earthquakes and volcanoes and will:

- Locate some countries/ States in Europe, South America and North America on a map or atlas (Italy, Iceland, Ecuador, California).
- Use an atlas to locate volcanoes and locations of earthquakes, and understand that the distribution of earthquakes and volcanoes follows a pattern; have a basic understanding of plate tectonics and the 'Pacific Ring of Fire'.
- Describe a volcano, volcanic eruption and an earthquake using appropriate geographical vocabulary to describe significant physical features and talk about how they change.
- Link geographical similarities and differences in European and American regions.

As linguists we will explore the French language through:

- All about me: body parts (incl. 'Head shoulders, knees and toes').
- Making monsters – recap colours/clothes as well as body parts.
- A French Story: Va-t'en-grand monster vert.
- Numbers to 69.
- Food (incl. 'Hungry Caterpillar/ La Chenille Qui Fait des Trou).
- Ice Creams and opinions.
- Instructions.

As designers we will explore textiles (2D shape to 3D product):

Technical knowledge and understanding:

- Know how to strengthen, stiffen and reinforce existing fabrics.
- Understand how to securely join two pieces of fabric together.
- Understand the need for patterns and seam allowances.
- Know and use technical vocabulary relevant to the project.

Designing:

- Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.
- Produce annotated sketches, prototypes, final product sketches and pattern pieces.

Making:

- Plan the main stages of making.
- Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.
- Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.

Evaluating:

- Investigate a range of 3-D textile products relevant to the project.
- Test their product against the original design criteria and with the intended user.
- Take into account others' views.

As musicians we will:

- Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/natural, synthesised.
- Improvise on a limited range of pitches, making decisions about structure.
- Use voices to create and control sounds including tempo and dynamics.
- Identify rhythmic patterns, instruments and repetitions of sound/pattern.
- Sing partner songs and rounds with increasing confidence, fluency and expression.
- Whole class ocarina lessons (see progression for skills and knowledge)