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.

R.E.: How and why do people mark significant events in life? (L2.11)
Make sense of belief:

- Identify beliefs about love, commitment and promise in Christian and Jewish traditions and describe what they mean; offer informed suggestions about the meaning/importance of ceremonies of commitment, religious and non-religious.

Understand the impact:

- Describe what happens in ceremonies of commitment – baptism, marriage – and say what these ceremonies mean; identify some similarities and differences.
- Make simple links between love and commitment and how people live in Christian and Jewish traditions – forgiveness, salvation, freedom.

Make connections:

- Make links between ideas of love, commitment and promises (religious and non-religious).

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

Relationships:	**Changing Me:**
• 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)	• Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change

As historians we will explore how crime and punishment has changed over time. 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 Rose)
- 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 Trous.
- Ice Creams and opinions.
- Instructions.

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.

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)