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| **Class:** Corve (Year 3&4)  **Title**: Ancient Civilisations  **Cycle Year**: 2  **Term**: Summer  **Educational Visits:** TBC | **R.E.**  **For Christians what was the impact of Pentcost?**  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 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 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) |
| **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. |