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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:**

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| **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
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**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)
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| **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.
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