



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

| YEAR A - SUMMER 1 | | |
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| English | Maths | |
| | Year 3 | Year 4 |
| <p><u>Animal Information Pages</u></p> <p>Children write information pages for children about exotic animals from the jungle.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> Choose nouns for clarity and cohesion Write in the present tense Use descriptive and factual vocabulary <p><u>Talking History</u></p> <p>Children write a speech to the Brazilian president campaigning to stop deforestation.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> Use the subordinating conjunctions 'if; and 'unless' Use modal verbs Use rhetorical questions <p><u>Island Man by Grace Nicholls</u></p> <p>Children write a poem in the style of Grace Nicholls from the viewpoint of someone who misses island life.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> Make precise vocabulary choices (verbs and adjectives) Structure writing as a poem Use repetition for effect | <p>Fractions</p> <ul style="list-style-type: none"> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Add and subtract fractions with the same denominator within one whole Solve problems that involve all of the above <p>Measurement - Money</p> <ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Measurement - Time</p> <ul style="list-style-type: none"> Tell and write the time from an analogue clock, including using Roman numerals from 1 to XII and 12-hour and 24 hour clocks Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events | <p>Decimals</p> <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundreds Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ Find the effect of dividing a one- or two- digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Round decimals with 1 dp to the nearest whole number Compare numbers with the same number of decimal places up to 2dp Solve simple measure and money problems involving fractions and decimals to 2dp <p>Measurement - Money</p> <ul style="list-style-type: none"> Estimate, compare and calculate different measures, including money in pounds and pence <p>Measurement - Money</p> <ul style="list-style-type: none"> Read, write and convert time between analogue and digital 12 and 24-hour clocks Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days. |

| | Computing | History | Geography |
|------------------------------|--|---------|--|
| Description | To use micro:bit software to animate a sprite using a count-control loop. | | Locate Amazon Rainforest and understand climate zones and other features. |
| NC Objectives | <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | | <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in South America • Physical geography, including: climate zones, biomes and vegetation belts and the water cycle • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom |
| Substantive Knowledge | <ul style="list-style-type: none"> • To use directional commands to create a simple algorithm • Write increasingly more precise algorithms for use when programming • Use simple selection in algorithms • Use logical reasoning to detect and correct errors in programs • Decompose tasks (such as animations) into separate steps to create an algorithm | | <ul style="list-style-type: none"> • Be able to locate the Amazon Rainforest in South America on a map • To be able to identify position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America |
| Disciplinary Skills | <ul style="list-style-type: none"> • To create a count control loop independently • To debug a count control loop that has been given to me by an adult | | <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies |
| Vocabulary | Broadcast block, code blocks, conditional, coordinates, decomposition, features, game, information, negative numbers, orientation, parameters, position, program, project, script, sprite, stage, tinker, variables/algorithm, code, computational thinking, decomposition, input, logical reasoning, output, pattern recognition, script, sequence, variable. | | Equator, climate, weather, humid, species, adaptation, deforestations, |
| Assessment | Animate a sprite using a count-control loop using micro:bit software. | | <ul style="list-style-type: none"> • End of Unit Workout - What is life like in the Rainforest? • Debate - Should the Amazon Rainforest be preserved as a natural habitat or developed for human use? |

| | Art | DT | Science |
|-----------------------|--|----|--|
| Description | <p>Artist: Henri Rousseau Create their own painting in the style of Henri Rousseau</p> | | <p>Sound: Children learn about how vibrations cause sound and what pitch and volume are.</p> |
| NC Objectives | <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas 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] About great artists, architects and designers in history | | <ul style="list-style-type: none"> To identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases. |
| Substantive Knowledge | <p>Theoretical</p> <ul style="list-style-type: none"> To learn about post impressionism art and make links to other art periods. To find out about Henri Rousseau art work and his life. <p>Practical</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Use the work of artists to replicate ideas or inspire own work -Henri Rousseau Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Begin to use perspective techniques. Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects Work on a range of scales e.g. Thin brushes on small pictures Create different effects and textures with paint according to what they need for the task Explore tertiary colours and tints and shades.. To understand complimentary colours. | | <ul style="list-style-type: none"> To identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases. |
| Disciplinary Skills | <ul style="list-style-type: none"> Why do you think artists did not like Henri Rousseau artwork? Why did it become more appreciated? Why do you think it was only once Henri died that his work was more appreciated? | | <ul style="list-style-type: none"> Set up simple practical enquiries, comparative and fair test using data loggers to record accurate measurements Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. |
| Vocabulary | <p>Background, middle ground, foreground, proportion, wash, complimentary colours, landscape, layers, line, colour, tone, tint, shade, primary colour, secondary colour, tertiary colour.</p> | | <p>Vibration, air, ear, hear, sound, volume, pitch, fainter, loud, louder, percussion, string, woodwind, brass, insulate</p> |
| Assessment | <ul style="list-style-type: none"> Can they describe Henri Rousseau and his artwork? Can they engage in discussion about 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 and apply colour and painting techniques? | | <p>Headstart assessment on sound</p> |

| | PE | Music | Religious Education | |
|-----------------------|---|--|---------------------------------|---|
| Description | Outdoor - athletics Outdoor - strike and field | Our School - The Beatles 'With a Little Help from my Friends'. Performance of Learnin' Rap including steady beat and ostinato. Creating and performing School Samba | Description | 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"> Use running, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles. Develop flexibility, strength, technique, control and balance Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> 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 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music | Living Difference Concept Cycle | <p>Inquire</p> <ul style="list-style-type: none"> To understand what is meant by the term ritual and to think about how this might differ from having a routine in place <p>Contextualise</p> <ul style="list-style-type: none"> To learn about the Christian prayer rituals of the Lord's prayer and the Rosary To compare and contrast the two versions of the Lord's Prayer located in the New Testament <p>Evaluate</p> <ul style="list-style-type: none"> To consider why Christians might find it valuable to use the Lord's prayer or Rosary when they pray <p>Communicate</p> <ul style="list-style-type: none"> To consider whether there are any rituals that they have in their own lives and what this might feel like if it was stopped <p>Apply</p> <ul style="list-style-type: none"> To plan a ritual that could be used to mark a special occasion in the school calendar |
| Substantive Knowledge | <p>Athletics</p> <ul style="list-style-type: none"> Use running, jumping, and throwing in isolation and combination Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Strike and field</p> <ul style="list-style-type: none"> Use running, jumping, sending an object and receiving an object in combination Play competitive games, modify where appropriate and apply basic principles. | <ul style="list-style-type: none"> Identify and understand how rhythm patterns fit to a steady beat and use 2,3 and 4 metre 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. | | |
| Disciplinary Skills | <ul style="list-style-type: none"> Understand and demonstrate the difference between sprinting and pacing. Throw with some accuracy and power Perform a range of jumps, showing consistent technique. Use a range of skills, eg throwing, striking, intercepting and stopping a ball, with some accuracy Choose and vary skills and tactics to suit the situation in a game successfully. | <ul style="list-style-type: none"> Use the voice as an instrument, chant and sing expressively in layers including more complex round and partner songs Develop instrumental skills and techniques and play with accuracy and musicality. Recognise why and when to improve and start to develop basic individual and group rehearsal skills Identify, understand and use a range of graphic notation, basic rhythm and pitch notation. Use basic stave notation. Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and composers' use of musical devices | | CHRISTIANITY |
| | | | Religious Traditions | Ritual, routine, prayer, dedication |
| Vocabulary | Sprint. Pace, Long Jump, Vortex, Bowling, Fielding, Batting, Accuracy. | Rap, rhyme, beat, pulse | Vocabulary | To rewrite the Lord's Prayer in their own words |
| Assessment | Athletics - to achieve a personal best Strike and field - competitive game play | Creating and performing School Samba identifying how rhythm patterns fit to a steady beat. | Assessment | 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. |

| | PSHE | Modern Foreign Languages | |
|-----------------------|---|---|--|
| Description | Relationships - Children learn about key emotions: jealousy, love and loss. They learn about healthy relationships and getting on and falling out. | To describe clothing people are wearing and parts of the body. | |
| NC Objectives | <ul style="list-style-type: none"> To recognise that there are different types of relationships (e/g/ friendships, family relationships, romantic relationships, online relationships) That healthy friendships make people feel included | <ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases Speak in sentences, using familiar vocabulary, phrases and basic language structures Appreciate stories and songs in the language | |
| Substantive Knowledge | <ul style="list-style-type: none"> Recognise situations which can cause jealousy in relationships Identify someone you love and say why they are special Recognise how friendships change, know how to make new friends and how to manage when you fall out with your friends Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when you are older Know how to show love and appreciation to people and animals who are special to you | <ul style="list-style-type: none"> Name some items of clothing and describe them using colour vocabulary Convert le/la/les to mon/ma/mes for possession Read the book 'Je m'habille et je te croque' Learn the French song 'Heads, shoulders, knees and toes Ask and answer simple questions, e.g. 'Qui porte un pull bleu?' | |
| Disciplinary Skills | <ul style="list-style-type: none"> Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens Know how most people feel when they lose someone or something they love Understand that we can remember people even if we no longer see them Know how to stand up for myself and how to negotiate and compromise Understand that boyfriend/girlfriend relationships are personal and special and there is no need to feel pressured into have a boyfriend/girlfriend | <ul style="list-style-type: none"> Join in with actions and words to accompany familiar songs Ask and answer questions Listen and show understanding of short phrases through physical response Use strategies for memorisation of vocabulary Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. 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 Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use | |
| Vocabulary | Relationships, friendship, boyfriend, girlfriend, love, jealousy, emotions, loss, grief, self-belief, compromise | La culotte, le tee-shirt, les chaussettes, le pantalon, le pull, les bottes, le chapeau, le manteau, la tête, les épaules, les genoux, les pieds, les yeux, les oreilles, la bouche, le nez, les cheveux, le cou | |
| Assessment | 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. | Children to be able to orally describe the clothing people are wearing and where the item is using language scaffolds, e.g. 'On her head, she wore a black hat.' | |

