

Tremors



Year Group: 3/4

Cycle B
Autumn Term 2

Half Term Learning Focuses

History Pompeii	Science Rocks and changing States of matter Volcano experiment	Design and Technology Volcano models with electrical circuits	RE Why is the Bible important to Christians today? Why is the Qur'an important to Muslims today?	Writing Genres Diary Newspaper report
Geography Volcanoes				
Music Violins (Yr4) Recorders (Yr3)	MfL German	PSHE Y4 SCARF: Healthy Lifestyles Y4 SCARF: Keeping Safe	Computing Multimedia	Key Texts Escape from Pompeii (Christina Balit)
Hidden Curriculum:				

History

National Curriculum: Pupils should be taught about:

- the Roman Empire and its impact on Britain

Key Lines of Enquiry: What happened to Pompeii and what do its ruins tell us about the Roman Empire?

Curriculum Intentions - Key Knowledge to be learned:

- What happened to Pompeii when Mount Vesuvius erupted in 79AD (<https://www.theschoolrun.com/homework-help/pompeii>).
- That Pompeii was preserved by volcanic ash and that this meant historians and archeologists have been able to use evidence from the ruins to find out what daily life was like for the Romans.
- That historians know a lot about the eruption because first-hand accounts of the eruption were recorded at the time by Pliny the Younger.
- The difference between primary evidence (surviving from the time being studied), and secondary evidence (later accounts by historians).
- They will learn which aspects of Roman civilization found in Pompeii were also brought to Britain by the Romans; aqueducts, Roman baths, roads etc

Key skills to be learned:

- Pupils will learn to use both primary and secondary evidence to make deductions about daily life in a Roman city.

Age Related Subject Skills (Progression Guidance):

- *Develop increasingly secure chronological knowledge and understanding of history (British).*
- *Put events, people, places and artefacts on a time-line.*
- *Use correct terminology to describe events in the past.*
- *Develop use of appropriate subject terminology, such as: empire, civilisation, monarch.*
- *Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.*
- *Suggest where we might find answers to questions considering a range of sources.*
- *Understand that knowledge about the past is constructed from a variety of sources.*
- *Construct and organise responses by selecting relevant historical data.*
- *Describe and begin to make links between main events, situations and changes within and across different periods and societies.*
- *Identify and give reasons for historical events, situations and changes.*
- *Identify some of the results of historical events, situations and changes.*
- *Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.*
- *Identify and begin to describe historically significant people and events in situations.*

Prior Learning

Forever First children working at ARE should already be able to:

- Use dates and place some key events in a broad chronological framework.
- Use the term centuries to describe how long ago an event occurred.
- Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why?
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
- Choose and use parts of stories and other sources to show understanding of events
- Communicate understanding of the past in a variety of ways
- Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Roads Burn	City Fire	Erupt/eruption Preserved Empire Deductions Deduce	Civilisation Evidence Sources Century	Aqueduct Amphitheatre Volcanic ash Archaeologist	Roman baths Volcano Lava

History Assessment

Children working below ARE

Children working towards ARE

Children working at ARE

Children working above ARE



Geography

National Curriculum: Pupils should be taught to:

- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Key Lines of Enquiry: Volcanoes

Curriculum Intentions - Key Knowledge to be learned:

- That a volcano is an opening in the Earth's **crust** that allows **magma**, hot ash and gases to escape (<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc>)
- That there are different types of volcano; composite, shield and dome
- That volcanoes can be extinct, dormant or active
- The main features of different types of volcanic eruptions including; pyroclastic flows, ash clouds, volcanic bombs, lava flow
- That most of the world's volcanoes are found around the edges of tectonic plates, both on land and in the oceans.
- Understand that the Earth's crust is made up of tectonic plates which move around; this movement creates volcanoes, earthquakes and mountains (<https://www.geographyinthenews.org.uk/issues/issue-35/plate-tectonics-overview/ks2/>)

Key skills to be learned:

- Pupils will learn to create a compass and a key for an atlas that they will create showing some of the world's major volcanoes <https://www.dkfindout.com/uk/earth/volcanoes/where-are-earths-volcanoes/>
- Pupils will learn to find the precise location of some of these volcanoes using an atlas with 8 figure compass points and four figure grid references

Age Related Subject Skills (Progression Guidance):

Year 3

- Use 4 figure compasses, and letter/number co-ordinates to identify features on a map
- Use standard symbols, and understand the importance of a key
- Locate places using a range of maps including OS & digital

Year 4

- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map

Prior Learning

Forever First children working at ARE should already be able to:

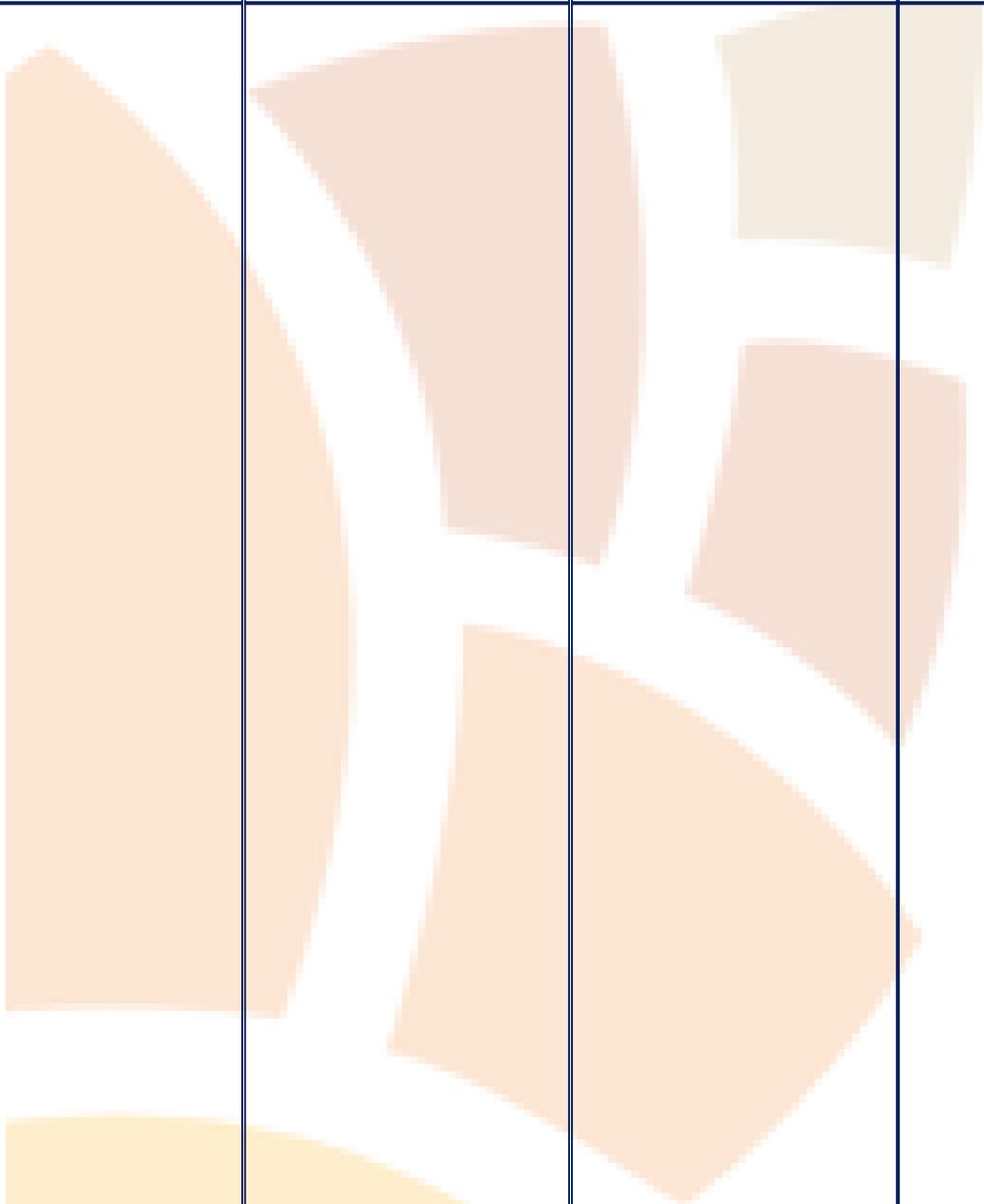
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Mountain Hot Steam Gas	Map Atlas	Ash Eruption Vapour	Coordinates	Volcano Lava Magma Pyroclastic flow Composite Shield Dome Grid reference	Volcanic bomb Dormant Extinct Active Tectonic plates Earthquake Compass

Geography Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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Science

National Curriculum (Knowledge): Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Curriculum Intentions (specific knowledge to be learned):

- Pupils will learn the three types of rock (igneous, metamorphic and sedimentary).
- They will learn the names of different rocks within each group
- They will compare rock types and rocks within each group by appearance, texture and hardness
- They will learn that rocks have a very high melting point compared to other materials
- Children will research the temperature at which rocks melt and become magma, comparing this to the melting point of other materials

National Curriculum (Skills): Pupils should be taught to:

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- gather, record, classify and present data in a variety of ways to help in answering questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use straightforward scientific evidence to answer questions or to support their findings

Children will complete a Volcano experiment to support the development of these scientific skills

(<http://www.sciencefun.org/kidszone/experiments/how-to-make-a-volcano/>), experimenting with different amounts of water, baking soda and vinegar to make the perfect eruption.

Prior Learning

Forever Firs children working at ARE should already be able to:

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- gather and record data to help in answering questions
- identify and classify
- use their observations and ideas to suggest answers to questions

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Rocks	Heat	Molten	Acid	Igneous	Fossils
Soil	Soft	Pressure	Temperature	Sedimentary	Magma
Melt	Hard	Damaged		Metamorphic	Sediment
				Sandstone	Slate
				Limestone	Granite
				Basalt	Marble
				Coal	Chalk
				Acid rain	Degrees Celsius

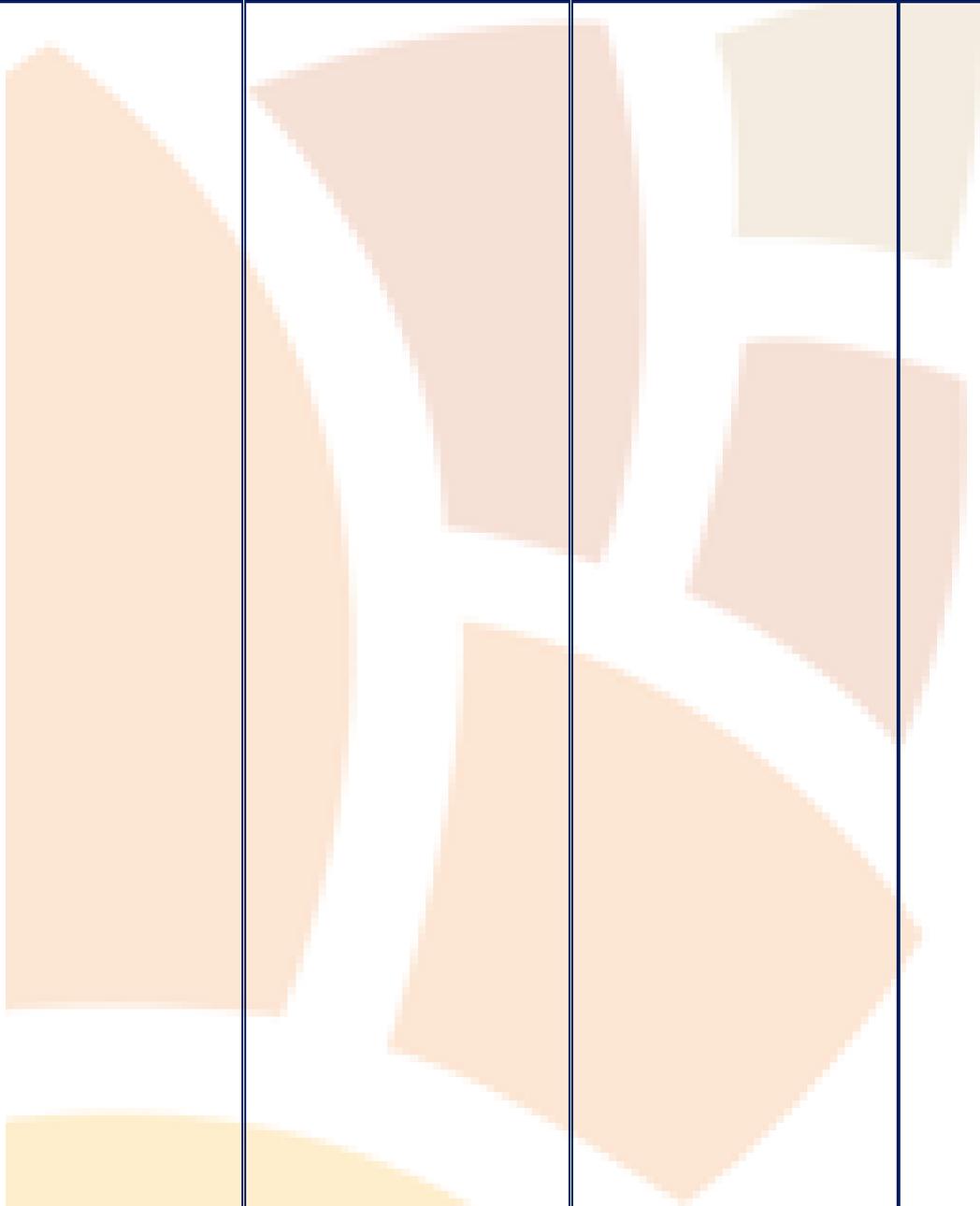
Science Assessment

Children working below ARE

Children working towards ARE

Children working at ARE

Children working above ARE



Design and Technology

National Curriculum: Pupils should be taught to:

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Key Lines of Enquiry: How can we build a functional and aesthetic volcano model that lights up and /or vibrates to represent an eruption?

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Children will learn to evaluate materials and components for their strength, functionality and aesthetic qualities when building a model volcano.
- They will learn how to make decisions on the materials used based on their evaluations.
- They will learn how to incorporate an electrical circuit into their volcano model which will light up and/or vibrate.

Age Related Subject Skills (Progression Guidance):

- | | |
|--|---|
| <ul style="list-style-type: none"> • Develop their own design criteria and use these to inform their ideas • Share and clarify ideas through discussion • Model their ideas using prototypes and pattern pieces • Use annotated sketches, cross-sectional drawings and diagrams • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Select materials and components suitable for the task • Explain their choice of materials and components according to functional properties and aesthetic qualities • Order the main stages of making • Produce detailed lists of tools, equipment and materials that they need | <ul style="list-style-type: none"> • Follow procedures for safety • Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components • Understand how to use learning from science and maths to help design and make products that work • Know that materials have both functional properties and aesthetic qualities • Know that materials can be combined and mixed to create more useful characteristics • Know that mechanical and electrical systems have an input, process and output • Use the correct technical vocabulary for the projects they are undertaking • Understand how simple electrical circuits and components can be used to create functional products • Know how to make strong, stiff shell structures |
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Prior Learning

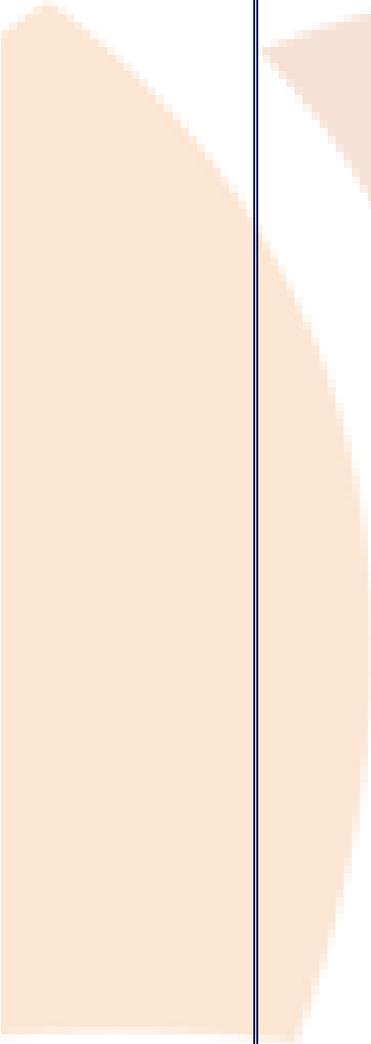
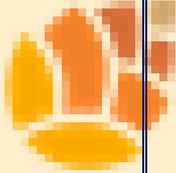
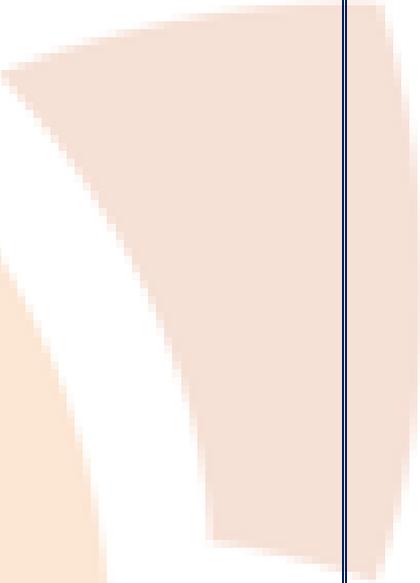
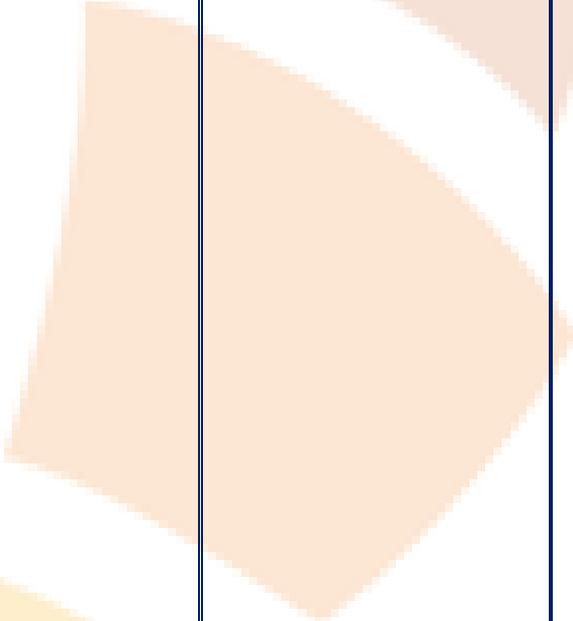
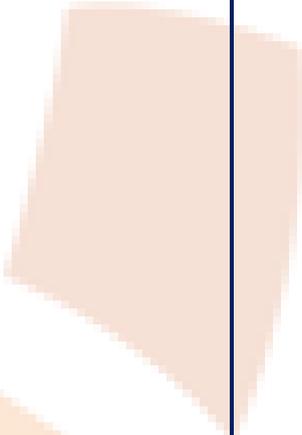
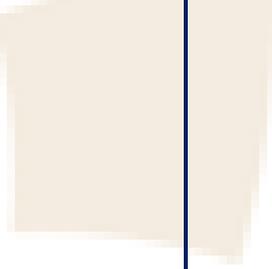
Forever First children working at ARE should already be able to:

- | | |
|--|---|
| <ul style="list-style-type: none"> • State the purpose of the design and the intended user • Explore materials, make templates and mock ups e.g. moving picture / lighthouse • Generate own ideas for design by drawing on own experiences or from reading • Select from a range of tools and equipment explaining their choices • Select from a range of materials and components according to their characteristics • Follow procedures for safety • Use and make own template • Assemble, join and combine materials and components • Use simple fixing materials e.g. temporary – paper clips, tape and permanent – glue, staples | <ul style="list-style-type: none"> • Talk about their design ideas and what they are making • Make simple judgements about their products and ideas against design criteria • Suggest how their products could be improved • Evaluating products and components used • Understand about the simple working characteristics of materials and components • Understand about the movement of simple mechanisms including levers, sliders (Year 1) wheels and axles (Year 2) • Know the correct technical vocabulary for the projects they are undertaking • Understand how freestanding structures can be made stronger, stiffer and more stable |
|--|---|

Key Vocabulary

	Tier 1	Tier 2	Tier 3
Model	Light	Vibrate	Electrical circuit
Build	Strong	Functional	Input
Make	Stiff	Bulb	Process
Design	Label		Output
Battery	Switch		Prototype

Design and Technology Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
  <p data-bbox="300 1666 868 2123">Firs Primary School</p>	 	 	

RE

Key Line of Enquiry: Why is the Bible important to Christians today? Why is the Qur'an important to Muslims today?

Curriculum Intentions (Key Knowledge and Skills to be learned)

Children will be able to:

- Describe how and why sacred texts are important to believers (Qur'an: <https://www.bbc.co.uk/bitesize/clips/z4fgkqt>, Bible: <https://www.bbc.co.uk/bitesize/clips/z24wmp3>)
- Recognise and describe how a story from sacred text may provide inspiration or guidance to a religious believer, making links with their own ideas about how these teachings might be worth following
- Identify how religious meaning is expressed through different types of language for example parables, poems, psalms and prayers
- Ask questions and suggest answers about how and why the Bible influences Christians and the Qur'an influences Muslims and identify what influences themselves, noting similarities and differences
- Identify actions and rituals which show how important holy books are to religious believers (see notes on how to handle the Qur'an sensitively: <https://www.lambeth.gov.uk/sites/default/files/sce-lambeth-islam-notes-handling-quran.pdf>)
- Identify where some stories and individuals are found in more than one sacred text (the Qur'an and the Bible) - https://en.wikipedia.org/wiki/Biblical_and_Quranic_narratives
- Explain the meanings of stories and texts which teach about principles for living from each religion and reflect on ways in which their message may be relevant today.

Prior Learning

Forever Firs children working at ARE should already know:

- That Muslims believe that Allah is the one true God, and that Muhammad was the final prophet who revealed the faith of Islam to the world (in the year 610 CE)
- That Muhammad was believed to have spoken on behalf of Allah and that his teachings were recorded in the Qur'an, the holy book of Islam
- Know some stories from the Qur'an about Muhammad
- That Muslims, who are followers of Islam, believe that Jesus was special and that he shared the message of God, but they did not believe that he was God's son
- That Christians believe in the Trinity; in God as Father, Son and Holy Spirit.
- That the Bible is the Christian holy book.

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Holy Holy book Stories Similarities/ Differences	Faith Religion Message Teachings	Prophet Principles Sacred text Prayers	Believers Inspiration Guidance Rituals	Qur'an Bible Muslim Islam	Parables Psalms Christian Christianity

RE Assessment

Children working below ARE

Children working towards ARE

Children working at ARE

Children working above ARE



MFL

National Curriculum: Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language

Curriculum Intentions (Key Knowledge and Skills to be learned):
(Early Start German, Chapters 1.05, 1.06, 1.07, 1.15)

- Numbers 1-12
- How old are you? – Asking and answering the question
- Where do you live? – Asking and answering the question
- Happy Christmas! – How Christmas is celebrated in Germany, learning some simple German Christmas songs

Age Related Subject Skills (Progression Guidance):

Year 3

- Respond to simple questions with support from a spoken model or visual clue
- Greet others with confidence and reply to the questions
- Know a well-known children’s song in language studied
- Sing a song from memory, with clear pronunciation
- Recognise some familiar words in written form
- Recognise and read known sounds within words
- Read some key vocabulary
- Copy accurately in writing some key words
- Copy or label using single words or short phrases
- Start to understand cultural similarities and differences and how festivals are celebrated
- Understand the differences in social conventions when people greet each other

Year 4

- Identify and pronounce accurately the names of some countries and towns
- Sing a song from memory on a related topic
- Listen with care
- Ask and answer simple questions with correct intonation
- Remember a sequence of spoken words
- Speak clearly and confidently
- Initiate a conversation when working with a partner
- Understand words displayed in the classroom
- Write familiar words and simple phrases from a model
- Identify phonemes that are the same as or different from English or other languages they know
- Identify counties where selected language is spoken
- Investigate aspects of lifestyle in selected country e.g. food or leisure activities

Prior Learning

Forever Firs children working at ARE should already be able to:

- Say ‘hello’ in several languages
- Understand that there are lots of languages spoken in the school
- Sing some simple songs in French
- Say simple greetings, introduce themselves and ask another’s name in German.
- Know some simple German songs.

Key Vocabulary (English)

Tier 1

Tier 2

Tier 3

Key Vocabulary (German)

Zahlen
 Eins
 Zwei
 Drei
 Vier
 Fünf
 Sechs
 Sieben
 Acht
 Neun

Wie alt bist du?
 Ich bin...Jahre alt
 Wo wohnst du?
 Ich wohne...

Frohliche Weihnachten!
 Der Weihnachtsmarkt
 Der Weinachtskeks
 Der Weinachtsbaum
 Der Tannenbaum
 Sankt Nikolaus
 Der Bratapfel
 Der Stollen
 Der Adventskranz
 Neujar/Sylvester

Zehn		
Elf		
Zwölf		

MFL Assessment			
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

Computing

National Curriculum:

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Key Lines of Enquiry: How can I make a presentation appear to the audience? How can I make my work meet the purpose?

Curriculum Intentions (Key Knowledge to be learned):

- Children will understand why it is important to think about the audience
- Pupils will know be able to explain how text and graphics can support each other in a presentation. Children will be able to explain how to use the effectively.
- They will be able to explain their choices in appropriate fonts, images and size. During peer discussion they will be able to explain which fonts are easier to read and why.
- Children will be able to identify if the image is suitable for the information.
- They will be able to explain how to improve their own work. They will know key vocabulary linking to computing presentation software and be able to use this when suggesting improvements towards their peer's work.
- They will be able to explain the difference between paper based and computer based presentations. They will recognise the advantages and disadvantages of both.

Age Related Subject Skills (Progression Guidance):

- Choose a suitable font
- Choose suitable images to accompany the text
- Learn how to add word art and animations
- Use more than two fingers when typing
- Use a spell checker
- Insert images using clipart and online search

DDAT

- Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject
- Presentations: Pupils learn to write and deliver a presentation on a given subject
- Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work

Prior Learning

Forever Firs children working at ARE should already know:

- Children will understand how a keyboard helps them to present their information as they wish on screen including the use of: spacebar, backspace, shift, and enter. They will understand how specific keys help them provide information onscreen, which is clear and error free.
- Children will understand and discuss how images can support the information that they have written and give additional information to the reader.
- Children will begin to think about the purpose of their work and learn why they should edit their work to present it for the audience (including different presentational features: font size, colour and style)
- They will learn how to add texts to photographs and apply their English skills to label images or write simple sentences to create a story (2create A Story)
- Children will understand how a computer system can save work and that it can be worked on it the future.
- They will know that digital content can be printed to create paper-based information.
- The pupils will learn that artistic images can be created on a computer as well as on paper. They will begin to link what they already know about art to create a picture electronically (explore shape, line and colour, talk about their choice of tools, talk about the differences between a graphics package and paper based art activities).

Forever Firs children working at ARE should already be able to:

- Learn to save, open and print work
- Use a keyboard to print letters onscreen
- Use a mouse to select between letters and word
- Use the mouse to click, drag, drop when creating artwork
- Highlight text to change the colour, font type and size
- Add text boxes to create captions for images

Key Vocabulary

Tier 1	Tier 2	Tier 3
Colour	Type	Graphics
	Audience	

Size Drag Mouse Keyboard Keys		Word Art Animations Font Presentation Spell Check		Evaluate	
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Computing Assessment			
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE