

Alverton Curriculum Sequence Spring Term Year B - Years 3 & 4



Disaster

Launch	ART/DT	COMPUTING	Geography Spring 1	Geography Spring 2
What you're doing at the start of the project Archaeological Dig, Egyptian cooking and Time line skills.	Art Prior Learning In KS 1: children will have used a range of materials creatively, responded to a range of stimuli, experimented with different materials, learned about a range of artists and craftsmen, been able to give their opinion and make links to their own work	Spring 1 Prior Learning In KS1: Children will have been taught what personal information is and why they need to keep it private. Use technology to create, organise, store, manipulate and retrieve data. Know what to do if they need help because of something online.	Prior Learning In KS1: Children will have have learned to name and locate the World's continents and oceans, use basic geographical vocabulary to refer to human and physical features, use maps, atlases and globes, use four compass directions, to create simple plans and maps, to use fieldwork to explore the geography of the school and its grounds.	
Reading Opportunities across the Curriculum Whole class reading texts have been chosen to link, expand and compliment the topic of Disaster. Some of the texts we will look at include: The Tin forest Pebble in my Pocket The street beneath my feet The Iron Man Krindlekrax Desirable	Intent Children will become proficient in drawing and painting, developing techniques, use of material and creativity.	Intent To understand and identify what is fake news and why it is produced.	Intent Children will be able to develop their use of geographical knowledge in order to enhance their understanding of Natural and Man Made disasters.	
	Art Sequence of Lessons: 1. To paint in the style of a famous artist.	Spring 1 - Fake or Real Yr4 Sequence of Lessons: 1. What is fake news? 2. Identify fake news 3. Can you identify fake news using search engines? 4. Make informed choices 5. Reflect session on fake news		
	Art Outcome / Composite Produce a painting in the style of Cezanne inspired by Deforestation	Spring 2 Prior Learning In KS1: Children will have been taught what algorithms are and how they are used. Write and test simple programs. Use logical reasoning to make predictions.		
	DT Prior Learning In KS1: constructed a simple series, an electrical circuit in science using bulbs, switches as well as cutting and joining a range of construction materials.	Intent To use online research skills to research endangered animal species. Pupils will make a class film to inform about how making small changes can help.		
	Intent 2-Electrical Systems/Night lights Combine their understanding of electrical circuits with the use of construction materials to make a night light.	Spring 2 - Endangered species Yr 4 Sequence of Lessons: 1. Create a digital workbook 2. Understand how technology can be used to explore the world 3. Understand copyright when creating illustrations 4. Use technology to make a poster 5. Make a class film		
	DT Sequence of Lessons: 1. Explore a range of switches and lights 2. Design a night light using recycled construction materials 3. Make and evaluate a finished product	Computing Outcome / Composite In both units children will work through and complete a digital workbook to evidence understanding.		
Overarching Final Outcome / Composite The term's final outcome: Alverton School Summit	DT Outcome / Composite Children will design and make a nightlight using recycled materials.	Outcome / Composite Children will present their learning for the entire term, in order to educate and inform people about human and man made made disasters.		

MFL

MFL Prior Learning

In KS1: Focus Language Spanish. Children will Listen and join in with spoken language. Explore patterns and sounds through songs and rhymes. Answer simple questions. Appreciate stories, songs, poems and rhymes. Broaden vocabulary.

Intent Autumn Term

Key vocabulary linked to 'Vegetables' and 'In Class'

Spring Sequence of Lessons:

- To introduce the aim of the unit "Les Légumes".
- To introduce the next five French nouns for vegetables.
- Revisit all ten vegetables in French and now learn how to say "a kilo of..."
- Develop further linguistic progression by learning how to formulate a short phrase using "Je voudrais ..." ("I would like...")
- The children will be introduced to the conjunction "et" ("and") so that they can list what vegetables they would like.
- To revise all language covered in this unit and complete assessment materials.
- To start the unit En Classe by introducing the first set of new vocabulary for classroom objects.
- To revise the classroom objects from the last lesson and integrate the next five objects.
- To consolidate all the vocabulary for classroom objects and introduce j'ai and je n'ai pas de.
- To consolidate new language j'ai and je n'ai pas de. Extend with a listening exercise and 'sondage' (survey) on what is and is not in their pencil case.
- To quickly revise dans ma trousse j'ai and dans ma trousse je n'ai pas de and teach the children simple classroom commands in French.
- To revise all language covered so far and complete assessment for the unit.

Autumn 1 Outcome / Composite

Poster of knowledge/key vocabulary for the three topics covered.

MUSIC

Prior Learning

In KS1: Children will use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Perform to an audience. Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Perform to an audience. Listen to and understand live and recorded music. Identify some different instruments used in a piece of music.

Intent Spring 1: (Charanga) Glock 2

To sing, play, improvise and compose with this song and understand the genre.

Spring 1 - Charanga Sequence of Lessons:

- Music and pulses
- Rhythm
- Language of music
- Rhythm games
- Notes and names
- Performing and sharing learning.

Spring 1 Outcome / Composite

To perform within class, as individuals or in groups within this genre.

Intent Spring 2: (Yr 4 M/E) Recycling

For the pupils to learn rhythm and understand notes in order to play instruments.

Spring 2 Music Express Sequence of Lessons:

- Compose brush paper rhythms
- Make jazz/junk instruments
- Learn and perform bhangra style chants

Spring 2 Outcome / Composite

To perform within class, in groups within this genre.

PSHE

PSHE Prior Learning

In KS1: Children will have covered units on Health and Wellbeing, Living in the Wider World, Healthy Relationships, Internet Safety, Healthy Eating, Health and Prevention and Basic First Aid. In addition each year children will also have taken part in a Health and Wellbeing Day, as well as an SRE session.

Intent Autumn 1: Go Givers - Water

Understand that water is an essential resource and understand that clean water is important for human health.

Autumn 1 Sequence of Lessons:

- Introduction to water
- Humans and clean water
- Water usage
- Taking action
- Educate

Autumn 1 Outcome / Composite

Completion of Water Saving Pledge

Intent Autumn 2: Go Givers - Homelessness

Reflect on the importance of having a home, consider causes of homelessness and identify ways in which homelessness can be tackled.

Autumn 2 Sequence of Lessons:

- Introduction - What is home?
- Home is where the heart is
- Causes of homelessness
- Homelessness in our communities
- A game of snakes and ladders
- Take Action

Autumn 2 Outcome / Composite

Poster on taking action against homelessness.

RE

RE Prior Learning

In KS1: Children will learn about different aspects of Christianity and Buddhism through learning about their stories, celebrations, symbols and beliefs. Explore a range of religious stories and sacred writings and talk about their meanings. Identify and suggest meanings for religious symbols and begin to use a range of religious words. Reflect on how living in Cornwall is shaped by its religious traditions from the earliest times. Identify what matters to them and others, including those with religious commitments. Consider "who I am" and their uniqueness as a person in a family and community. Visit places of worship focusing on symbols and feelings. Listen and respond to visitors from local faith communities. Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.

Intent Spring 1

Why do Christians call the day Jesus died Good Friday?

Spring 1 Sequence of Lessons:

- Recap what Christians believe about God and Jesus.
- Understand what happens during Holy Week.
- Understand the significance of events during Holy Week.
- Understand the importance of each day of Holy Week.
- Understand the emotions associated with Holy Week.
- Understand why Christians call the day Jesus died Good Friday.

Spring 1 Outcome / Composite

A poster to display which explains the significance of Holy Week

Intent Spring 2

To understand what kind of world Jesus wanted.

Spring 2 Sequence of Lessons:

- Understand some ways in which the world is not a good place.
- Explore the lives of inspirational Christians.
- Understand how the 10 commandments are a guide for living.
- Compare the work of Christian Aid and Islamic Relief.
- Compare ways of being good without God.
- Reflect on the values of love, honesty and kindness in our own lives.

Spring 2 Outcome / Composite

A poster to recognise the work of an inspirational person.

SCIENCE

Spring 1 Prior Learning

New topic in LKS2

Intent Spring 1: Rocks and Soils

For pupils to recognise and identify different types of rocks.

Spring 1 Sequence of Lessons:

- Compare and group rocks
- Compare rocks based on their properties
- Understand how some types of rocks are formed
- Explain that the Earth is made from rocks and soils
- Present the results of an investigation
- Investigate how fossils are formed

Spring 1 Outcome / Composite

Present the results of an experiment in a scientific way.

Spring 2 Prior Learning

New topic in LKS2

Intent Spring 2 Electricity

Understand the components of an electrical circuit

Spring 2 Sequence of Lessons:

- Identify common appliances that use electricity.
- Construct a simple circuit and name the parts of the circuit.
- Identify if a bulb will light up in a circuit.
- Recognise common conductors and insulators.
- Investigate different switches.
- Review our learning of Electricity

Autumn 2 Outcome / Composite

Children will make string telephones to investigate sound