



YEAR B - SPRING 2
Key Stage: Lower Juniors
Topic: Vikings and Anglo-Saxons

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English	Maths	
	Year 3	Year 4
<p><u>Narrow Escape</u></p> <p>Children write paragraphs of tension describing a hunt from both predator and prey's perspective.</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • Use adverbs • Careful verb choices • Use a range of sentence types - including short sentences to build speed and increase tension. <p><u>The Lion, the Witch and the Wardrobe</u></p> <p>Children to write an adventure story based on the classic text by C.S. Lewis of The Lion, the Witch and the Wardrobe.</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • Develop character using speech • Use verbs to develop character and setting • Use adverbs to develop character and setting 	<p>Measurement</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity(l/ml) • Measure the perimeter of simple 2D shapes 	<p>Measurement</p> <ul style="list-style-type: none"> • Convert between different units of measure (for example kilometre to metre) • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Find the area of rectilinear shapes by counting squares <p>Number - fractions including decimals</p> <ul style="list-style-type: none"> • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. • 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 one decimal place to the nearest whole number. • Compare numbers with the same number of decimal places up to two decimal places • Solve simple measure and money problems involving fractions and decimals to two decimal places.

	Computing	History	Geography
Description	To use Google Slides to create a hyperlinked slideshow with Mote voice recording.		To explore settlement and migration from Vikings and Anglo-Saxon times to modern day.
NC Objectives	<ul style="list-style-type: none"> To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. 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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		<ul style="list-style-type: none"> To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of a European country To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water
Substantive Knowledge	<ul style="list-style-type: none"> To edit the style and effect of my text and images to make my document more engaging and eye-catching. To confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text. To use font sizes appropriately for audience and purpose. To use index fingers on keyboard home keys (f/j), use left fingers for a/s/d/f/g and use right fingers for h/j/k/l. 		<ul style="list-style-type: none"> To understand some of the Anglo-Saxons reasons for migrating looking at the push factors for a region of Europe (Denmark, Germany and the Netherlands) and the pull factors for the UK at the time Understand differences between towns, villages, cities Understand terms 'settlement' and 'migration' mean To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water
Disciplinary Skills	<ul style="list-style-type: none"> To create a Google slides presentation with hyperlinks to other pages. To create a Mote voice recording link and talk about the information on my Slides presentation. 		<ul style="list-style-type: none"> Plan a geographical route from school to the high street Create a bar chart to identify the number of different facilities in my town Use maps and digital computer mapping to locate Use eight points of a compass Use fieldwork to observe and measure the human features in the local area using digital technologies
Vocabulary	Animations, average, collaboration, comment, contribution, edited, email account, icon, images, insert, link, presentations, resolved, reviewing comments, share, slides, suggestions, teamwork, themes, transitions		Settlement, residential, commercial, industrial, agricultural, recreational, transportation, push factors, pull factors, village, town, city, population, environment
Assessment	Can the child create a Google Slides presentation with hyperlinks and Mote recordings to provide information?		End of unit essay - Why do people choose to migrate?

	Art	DT	Science
Description	Art will be linked to the English unit-How to train a dragon. Children will design and create their own dragon eye from clay.		Biology - Plants: the children learn about the functions of flowering plants and their requirements for life
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"> Identify and describe the functions of different flowering plants Explore the requirements of plants for life and growth and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> To find out about mythical artwork. <p>Practical</p> <ul style="list-style-type: none"> Plan, design and make models from observation or imagination. Develop skills in joining, extending and modelling clay. Create textures and patterns in malleable materials including clay. Rolling into a ball Pinching and rotating Creating coils Scratch and slip 		<ul style="list-style-type: none"> Identify and describe the functions of different flowering plants Explore the requirements of plants for life and growth and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Disciplinary Skills	<p>Disciplinary Knowledge</p> <p>What are the art, craft and design vocational pathways and industries?</p>		<ul style="list-style-type: none"> Ask relevant questions and use types of scientific enquiry to answer them, e.g. How is water transported in plants? Set up simple practical enquiries, comparative and fair tests - water transportation investigation Use simple scientific language, drawings and diagrams to explain water transportation Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Vocabulary	Colour line shape texture pattern value form clay impress clay relief score slip stick smooth		Roots, stem/trunk, leaves, flowers, deciduous, evergreen, blossom, petals, stigma, style, pollen, anther, air, light, water, nutrients, room, pollination, seed formation, seed dispersal, stem, transportation, absorb
Assessment	<p>Can they discuss careers in art?</p> <p>Can children use clay skills learnt to create a dragon eye?</p> <p>Can they consider the purpose of colour when painting their dragon eyes?</p>		Headstart quiz on plants

	PE	Music	Religious Education	
Description	Indoor - athletics Outdoor - net wall games	Samba Children to perform Samba music	Description	BELIEF - Children will learn the Christian belief that Jesus rose again at Easter. They will consider why some things are easier to believe than others and about the Bible story of Doubting Thomas.
NC Objectives	<ul style="list-style-type: none"> Use running, jumping, 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 Listen with attention to detail and recall sounds with increasing aural memory 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 belief and recognise that people believe different things. To consider their own beliefs about different ideas and consider why it is easier to believe some things and not others. <p>Contextualise</p> <ul style="list-style-type: none"> To accurately describe the beliefs of different people during events of the Easter story. To describe Thomas' encounter with Jesus. To accurately describe how Christians may celebrate Easter <p>Evaluate</p> <ul style="list-style-type: none"> To discern and describe the importance of Easter to Christians Communicate their response to the events in the Easter story and consider their own beliefs about what Easter means to them <p>Apply</p> <ul style="list-style-type: none"> To recognise that what we believe can change the way we behave To recognise that not everyone shares the same beliefs as them
Substantive Knowledge	<p>Athletics</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and combination Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement <p>Net wall games</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 using 2, 3 and 4 metre Identify and use different types of texture including solo, unison, ostinato parts and simple harmony, e.g. drone, melodic ostinato parts 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"> Throw with some accuracy and power into a target area Perform a range of jumps, showing consistent technique Relate different types of activity to different heart rates and body temperatures. Use a small range of basic racket skills choose and use a range of simple tactics for sending the ball. choose and use a range of simple tactics for defending their own court 	<ul style="list-style-type: none"> Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality Recognise which improvements need to be made Understand and use detailed graphic notation. Use basic stave notation Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary 	Religious Traditions	CHRISTIANITY
Vocabulary	Sprint, Pace, Standing Long Jump, Forehand, Backhand, Volley, Serve.	Groove, call and response, call and copy, solo, break, balance, solo, tutti, ensemble	Vocabulary	Belief, certainty, doubt, remembering, forgiveness, grace, new life, Easter
Assessment	Athletics - To achieve a personal best Net wall games - Competitive game play	Recognise repeated sections in music played, sung and listened to	Assessment	To explain different ways that Christians may celebrate Easter and why 'At the Cross' inspired poetry

	PSHE	MFL (French)	
Description	Healthy Me - Know how healthy and unhealthy choices can affect my body and know how to keep safe.	To describe French Easter traditions and be able to ask and respond to whether they have certain classroom equipment using positional language.	
NC Objectives	<ul style="list-style-type: none"> • Understand the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes, alcohol and medicine) and their impact on health • About why people choose to use or not use drugs (including nicotine, alcohol and medicines) • Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • Develop strategies for recognising and managing peer influence and a desire for peer approval in friendships 	<ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud. • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories in the language. • Describe people, places, things and actions orally and in writing. • Understand basic grammar appropriate to the language being studied. 	
Substantive Knowledge	<ul style="list-style-type: none"> • Understand how exercise affects my body and know why my heart and lungs are such important organs • Know that the amount of calories, fat and sugar I put into my body will affect my health • Tell you my knowledge and attitude towards drugs • Know strategies for keeping myself safe, who to go to for help and how to call emergency services • Identify when something feels safe or unsure • Understand how complex my body is and how important it is to take care of it 	<ul style="list-style-type: none"> • Children learn different animal names including the indefinite article. • Children learn to change the spelling of colours depending on whether the noun is masculine or feminine • Construct simple sentences following a structure. 	
Disciplinary Skills	<ul style="list-style-type: none"> • Set myself a fitness challenge • Know what it feels like to make a healthy choice • Identify how I feel towards drugs • Express how being anxious or scared feels • Take responsibility for keeping myself and others safe • Respect my body and appreciate what it does for me 	<ul style="list-style-type: none"> • Read and show understanding of simple phrases and sentences containing familiar words. • Use context to predict the meaning of new words. • Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. • Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. • Join in with words of a story • Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use. • Show awareness of word classes - nouns, adjectives and verbs and be aware of similarities in English. 	
Vocabulary	Energy, calories, kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat,	Une trousse, un stylo, un crayon, une règle, une gomme, dans, sur, sous, à côté de, as-tu?, oui, j'ai..., non, je n'ai pas, la table, la chaise, le livre, pâques	
Assessment	Identify things, people and places that you need to keep safe from and be able to explain some strategies for keeping yourself safe and healthy including who to go to for help. Express how being anxious/scared and unwell feels.	Children read and write their own version of Ours Brun - Dis Moi using a language scaffold.	