



What causes a volcano to erupt?

Spring Term 2025

Year 3/4

Design and Technology (Autumn 2)

3D models – Roman Weapons. Research, design and make a Roman Shield

Drawing
Start to develop own style using exploration and experimentations from sketchbooks

Painting
Lighten and darken tones using black and white
Add finer detail with smaller brushes

Textiles
Explore a range of textures using textiles

3D
experiment with and combine materials and processes to design and make 3D form
Transform a 2D drawing into a 3D form

Sketchbook
Use sketchbook to adapt and improve their original ideas

GDS: critique their own and others' art work throughout the learning process to develop and support each other
Use a range of sources to influence their ideas
Experiment with combining different materials and discuss their effectiveness
Know that:

Science

Rocks Y3
Know how to:

- compare and group different types of rocks on the basis of their appearance and simple physical appearance
- Describe in simple terms how fossils are formed when things have lived are trapped within a rock

Recognise that soils are made from rocks and organic matter

Changing State Y4
Know how to:

- compare and group materials together, according to whether they are solids, liquids or gases
- 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)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Working scientifically, know how to:

- use straightforward scientific evidence to answer questions or to support their findings
- 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

History

The Romans
Know how to:
Y3: Chronological Understanding

- Describe and order significant events within a period studied and compare to present day, using dates
- Use a time line to place historical periods and events in chronological order and give reasons for their order

Historical enquiry

- Use primary and secondary sources as evidence about the past
- Ask questions and find answers about the past from a range of sources
- Suggest why certain events happened as they did
- Recognise the part that archaeologists have had in helping us understand more about the past

Historical Concepts and perspectives

- Use evidence to find out about change during the Roman period
- Identify reasons for why the Romans did things
- Identify similarities and differences between different periods

Communication

Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions (class debates)

Y4: Chronological Understanding

- Describe and order significant events and dates on a time line using prepositional language
- Describe significant events within a period of history and how they have evolved over time

Historical Enquiry

- Ask questions and find answers about the past, from a range of sources, evaluating the reliability
- Know that people in the past represent events or ideas in a way that persuades others

Historical Concepts and perspectives

- Describe and make links different periods and societies
- Research what life was like and the key features of a given time period
- Identify similarities and differences between different periods and the causes behind them
- Identify reasons for why the Romans did things the way they did

Communication

- Present opinions that are contradictory to their own
- Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions coherently

Geography

Human and Physical Geography - Volcanoes
Know how to:

- Describe key features of natural disasters
- Consider how physical geography impacts on land use, trade links, economic activity and types of settlement
- Name and locate geographical regions and identify human/physical characteristics
- Identify different views around a geographical issue and state my own view

I can

- State what volcanoes and natural disasters are and make some links with what I am learning about rocks in science (Y3)
- Describe and understand key features of natural disasters
- Make links using what I already know and ask geographical questions (Y3)
- Ask questions, analyse a range of evidence and explain my findings based on a geographical source (Y4)
- Begin to make geographical patterns and make connections (Y4)

Modern Foreign Languages

Language Angels
I am able.. (Early Language Yr3 | 4)
Ancient Britian (Early Language Yr3 | 4)

P.E.

Spring 1
Gymnastics (Asymmetry and Symmetry)
Q: How does good body tension improve overall performance?
MC and HP
Portal: KS1 Gymnastics

Team Games
Q: Could I win on my own?
MC and HP
Y4 Portal: Tag Rugby

Spring 2
Ball Skills (Invasion Games)
Q: What is 'a team game?'
FMS – varying games involving differing size balls, using hands and feet

Dance
Q: How do I change my movements to the change of a beat?
MC and HP
Apply dance sequence of lessons to your topic.

Key Vocabulary:

Roman legionnaires, scutum (semi-circular shield), sword (gladius), wood, linen and leather, metal boss (umbo),

Key Vocabulary:

Igneous rocks: extrusive/ intrusive magma
metamorphic rock sedimentary rock
chemical/biological/physical weathering
erosion receding submerged appearance
decompose fragments clay/sandy/chalky soil

Key Vocabulary:

archaeology, excavate, first hand, second hand, decade, civilisation, cause, millennium, interpretation, conquer, conquest, legacy, invasion, resistance, democracy, revolt, , continuity, reliable, unreliable, truce, monarch.

Key Vocabulary:

Volcano, longitude, latitude, Northern hemisphere, Southern hemisphere, continent, earth's crust, lava, magma, throat, conduit, ash cloud, vent, active, dormant, extinct, composite, shield, dome, tectonic plate, mining, geothermal soil,

Key Vocabulary:

a-symmetrical, symmetry, movement, pike, straddle, roly-poly, balance, sequence

	<p>volume liquid matter solid gas bond particle thermometer melting point melting reverse sublimation deposition freezing boiling evaporation process condensation absorb water vapour water cycle precipitation transpiration groundwater</p>			
<p style="text-align: center;">Art</p> <p>Mixed Media: Roman collage and collaborative mosaic Drawing</p> <p>Know how to create a sense of proportion in a drawing</p> <p>Painting</p> <p>Know the different properties of different paints</p> <p>Create atmosphere with tones of colour</p> <p>Transform a 2D drawing into a 3D form</p> <p>Collage</p> <p>Use mosaic and montage</p> <p>Sketchbook</p> <p>Use notes about the purpose of their work in their sketch book</p> <p>Evaluate their learning and record in their sketchbooks</p> <p>Know how to:</p> <ul style="list-style-type: none"> 	<p style="text-align: center;">Computing</p> <p>Collaborative Learning</p> <ul style="list-style-type: none"> Understand the need to be thoughtful when working on a collaborative document. Use comments to suggest changes to a document and understand how to resolve comments. Use a variety of different slide styles to convey information, including images and transitions. Create a Google Form with a range of different question types that will provide different types of answers, e.g. text, multiple choice or numerical values. Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers. 	<p style="text-align: center;">Music</p> <p>Instrumental and composing:</p> <p>Know how to :</p> <p>During this term, I will learn how to hold the ukulele correctly and name all of its strings. I will learn to play simple songs with different notes and chords. I will learn to play in a round and in a class group. After focussing on accuracy and practicing, I will perform the songs I have learned to an audience (Y3= italic)</p> <p>Perform using instruments</p> <ul style="list-style-type: none"> Keep a steady beat individually and when playing in a group Play using symbols including graphic and traditional notation Follow simple hand instructions from a leader Perform with an awareness of others Play by ear experimenting to find known tunes or phrases Follow a leader stopping, starting , changing dynamics and changing tempo accordingly Perform to an audience in small groups <p>Explore and Compose:</p> <ul style="list-style-type: none"> Understand how sounds are made Understand how different sounds can be manipulated to convey different moods and feelings Compose short melodic phrases which represent feelings/pictures/words Explore sounds to create different effects and convey different moods and feelings Use pitched instruments to create short melodies Incorporate effective moments of silence (rests) into compositions Compose music with a recognisable structure 	<p style="text-align: center;">Religious Education</p> <p>What do Christians call the day Jesus dies Good Friday? Unit 2.5</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions <p>For Christians, what was the impact of Pentecost? Unit 2.6</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> 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 Give examples of what Pentecost means to some Christians now <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship <p>Make connections:</p> <ul style="list-style-type: none"> 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 ideas 	<p style="text-align: center;">Personal, Social, Health, Mental Health Education</p> <p>Dreams and Goals (Y3 = black, Y4 include red too)</p> <p>I can talk about people who have faced different challenges and achieved success and know that this is something to admire. I can identify personal hopes and dreams and ambitions and imagine how I could feel when achieving them. I know that sometimes hopes and dreams do not come true and some of the ways I might feel when this happens. I can tell you ways that I can help others to cope when something is disappointing. I can explain the best ways for me to try achieving new challenges and break goals down into smaller steps. I can identify what keeps me motivated and what might stop me from achieving my goals. I know how to set a new plan and understand what resilient is and what having a positive mental attitude means. I can be proactive to stop this happening including understanding how I might feel. I can reflect and think about what I could do better next time. I can tell you why I enjoy being part of a group challenge I can tell you how I and others made contributions in a task</p> <p>Healthy Me</p> <p>I can know how different friendship groups are formed. I can identify the feelings I have about my friends/friendship groups. I understand that people can take on different role in a group. I understand how exercise affects my body. I can set fitness challenges and know how they can affect my health. I know what it feels like to make healthy choices. I can tell you my knowledge and attitude towards drugs and can identify safe people and places including expressing how being anxious or scared feels. I understand the facts about smoking and health and know how to resist peer pressure and assert myself. I understand the facts about alcohol and its effects on health, particularly the liver I can identify when something feels safe or unsafe I can take responsibility for keeping myself and others safe I understand how complex my body is and how important it is to take care of it I respect my body and appreciate what it does for me. I know myself well enough to have a clear picture of what I believe is right and wrong. I can tap into my inner strength and know how to be assertive</p>
<p style="text-align: center;">Key Vocabulary:</p> <p>Charcoal, composition, negative image, pigment, positive image, proportion, scaled up, sketch, smudge, texture</p>	<p style="text-align: center;">Key Vocabulary:</p> <ul style="list-style-type: none"> Collaborate, Google documents, live, multiple user, format/ing, insert, transition, average, data, spreadsheet. Numerical data, comment, edit, e-document, reply, resolve, reviewing comments, share, suggestion 	<p style="text-align: center;">Key Vocabulary:</p> <p>Ukulele, strings, fret, chords, notes, melody, symbol, notation, crochet, rest, pattern, 'in a round', strum, plectrum</p>	<p style="text-align: center;">Key Vocabulary:</p> <p>Salvation, Easter, Holy Week, Palm Sunday, save, rescue, Good Friday, gospel, Pentacost, kingdom of God,</p>	<p style="text-align: center;">Key Vocabulary:</p> <p>Dream Hope Goal Determination Perseverance Resilience Positive Attitude Disappointment Fears Hurt Plans Cope Help Self-belief Motivation Perseverance Commitment Team work Enterprise Design Cooperation Positive attitude Review Learning Strengths Success Celebrate Evaluate Friendships Emotions Healthy Relationships Friendship groups Value Roles Leader Follower Assertive Agree / disagree smoking Vaping Pressure Peers Guilt Advice alcohol Liver Disease</p>