



<b>Year A/B:</b> B	<b>Year Group:</b> 3&4	<b>Unit/Topic:</b> Volcanoes & Earthquakes (Geography Focus)
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<b>Key Texts</b>	<b>Reading Key Focus</b>	<b>Writing</b>	<b>Maths</b>
<b>Escape from Pompeii by Christina Balit;</b> Volcano Adventure by Williard Price; Volcano and Earthquake by DK EyeWitness; Survivors by David Long and Kerry Hyndman; Under Earth Under Water by Aleksandra & Daniel Mizielinski.	Increasing their familiarity with a wide range of books, including fairy stories and retelling some of these orally; checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; asking questions to improve their understanding of a text; discuss words and phrases that capture the readers interest and imagination	Narrative – Historical Poetry (Structured) Plot; proposing changes to grammar and vocabulary to improve consistency; progressively building a varied and rich vocabulary; assessing the effectiveness of their own and others' writing and suggesting improvements	Number: Place Value Number: Addition & Subtraction
<b>Science (This Planet Rocks)</b>	<b>Computing (We are bug fixers)</b>	<b>History</b>	<b>Geography</b>
-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 in rock. -Recognise that soils are made from rocks and organic matter.	Programming- Scratch -Recognise a number of common types of bugs in software -Correct mistakes in their programs -Change variables in programs -Use logical reasoning to explain how simple algorithms work	- Recognise similarities and differences between historical periods studied. - Place significant events (inc names and dates) from the past on a timeline.	-Re-call a natural disaster Krakatoa – use a fact file. - Name key parts of a volcano. -Understand how earthquakes start and the impact of them. - Identify key fault lines around the world.
<b>Art &amp; Design</b>	<b>Design &amp; Technology (DT)</b>	<b>Physical Education (PE)</b>	<b>Music</b>
Not covered in this topic.	Knead, bake, measure Soup -Measure components with more accuracy; -Demonstrate hygienic food preparation and storage (safe peeling and chopping of vegetables) -Evaluate product against original design criteria	Each class in the phase will teach one of these units only, see specific curriculum map for class details (some units to be taught by J. Wassell). Invasion Games Fitness	<i>Each class will study music for one full term during the year.</i> -Begin to sing with confidence using a wider vocal range. -Understand how mouth shapes can affect voice sounds -Begin to develop singing in tune -Sing with awareness of pulse and control of rhythm - Identify (and recognise) melodic phrases and sing them back - Recognise rhythmic patterns -Identify and recall rhythmic and melodic patterns

Learning to Thrive (PSHE)	French (MfL)	Religious Education (RE)
<p>Growth mindset</p> <ul style="list-style-type: none"> <li>● Growth Mindset display and range of child friendly resources</li> <li>● Class discussions about what GM means and safe learning environments</li> <li>● Links to weekly assemblies</li> </ul>	<p>Greeting each other</p> <ul style="list-style-type: none"> <li>-Introducing themselves</li> <li>-Counting up to 10</li> <li>-Introducing their immediate family</li> </ul>	<p><b>See individual topic guidance in RE folders for specifics to be taught.</b></p> <p><b>Christian</b> Where do religious beliefs come from?</p>