

Curriculum Sequence Autumn – Year 3 and 4

‘Mountains, Volcanoes and Earthquakes’ – first half term



RE

What is it like for someone to follow God? (People of God)

INTENT

To explore what people believe and what difference this makes to how they live, so that the children can gain the knowledge, skills and understanding needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Sequence of lessons:

- 1 Introduce terminology used when talking about the Bible. Learn that stories in the Old Testament focus on the friendship between the main characters (such as Noah, Abraham, Joseph) and God.
- 2 Read the story of Noah using drama to explore different elements of the story; turning points, surprises, how they felt about the characters and events.
- 3 Collect the rules God gives Noah and his family after the flood and compare to the commands given in the creation story.
- 4 Define a ‘pact’. Learn about God’s rules to Noah and the covenant he makes. Explore the significance of the rainbow at the end of the story.
- 5 Think about the agreements/pacts/covenants people make. List what they think we could do without from today’s world in order to make it a better place.
- 6 Come up with a list of people who make promises, and the promises they make. Explore promises people make to each other and visit the local church/chapel to learn about how the pact made between a couple at a wedding is not just to each other, but with God too if you are a Christian.

Outcome/composite

Understanding that Christians say that to follow God includes trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this .

Science

Rocks

INTENT

Children will learn about the three main types of rock; igneous, sedimentary and metamorphic through observational and investigative skills. Using their local area, they will discover that rocks are chosen for particular purposes because of their characteristics. They will find out about the importance of Mary Anning’s work.

Sequence of lessons:

- 1 Compare different kinds of rocks based on their appearance by observing, drawing and describing different types and learning their names.
- 2 Learn about the 3 different ways that rocks can be formed - igneous, sedimentary and metamorphic. Carry out investigations about rocks.
- 3 Discover how rocks are used in the local area and look for evidence of rock erosion or how different rocks are used for different jobs and why.
- 4 Discover how fossils are formed and create our own.
- 5 Learn about the amazing life and incredible work of Mary Anning and her contribution to palaeontology.
- 6 Discover what soil is made of and whether all soil is the same.

Outcome/composite

We will share our learning by creating an Amazing Rock and Fossil Museum. Work as a team to plan and prepare our exhibits and activities

PE

Swimming

INTENT

To swim confidently, competently and proficiently over a distance of at least 25 metres
Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
Perform safe self-rescue in different water-based situations.

Sequence of swimming lessons:

Children will have swimming lessons at Newquay swimming pool.

Children will be in ability groups (3 groups) and will be taught how to enter and exit the pool safely, develop water confidence and to swim. Higher attaining pupils will develop their stroke technique and will learn how to perform self-rescue in the pool.

Outcome/composite

Most children will swim 25 metres and some children will perform self-rescue techniques.



PSHE

Dreams and Goals

INTENT

Children will be given opportunities to work in groups, developing their resilience when facing challenges. They will learn how to recognise different emotions associated with challenges and successes. They will use these experiences to help others to achieve

Sequence of lessons:

- 1 I can tell you about some of my hopes and dreams and know how it feels to have hopes and dreams.
- 2 I understand that sometimes hopes and dreams do not come true and that this can hurt. I know how disappointment feels and can identify when I have felt that way.
- 3 I know how to cope with disappointment and how to help others cope with theirs.
- 4 I know how to make a new plan and set new goals even if I have been disappointed and what it means to be resilient and to have a positive attitude.
- 5 I know how to work out the steps to take to achieve a goal working within a group.
- 6 I know how to share in the success of a group and how to store this success experience in my internal treasure chest.

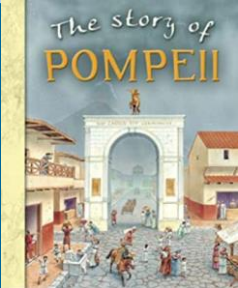
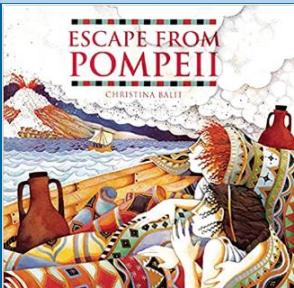
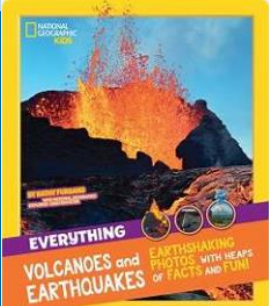
Outcome/composite

Create Our Garden of Dreams and Goals People. The challenge is for each group to create a Potato Person which will be entered into a class competition to see which one is the funniest.

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MUSIC – Stop!	ART Cloth, Thread, Paint	French An introduction to French	Geography Mountains, Volcanoes and Earthquakes
<p>INTENT</p> <p>By listening to a wide genre of music, children will learn to use the correct musical terminology to discuss it. They will learn how to write simple raps which they can perform.</p> <p>Sequence of lessons:</p> <p>1 Listen and Appraise - Stop! by Joanna Mangona. Use their body to find the pulse. Use musical language to discuss the song. Learn to sing and perform the song.</p> <p>2 Listen and Appraise - Gotta Be Me by Secret Agent 23 Skidoo. Use musical language to discuss and compare to last week’s song. Begin to compost their own raps.</p> <p>3 Listen and Appraise - Radetzky March by Strauss. Compare the 3 songs listened to in the unit so far. What do they like/dislike about them? Continue to learn the rap Stop and composing their own. Perform and share what has been learnt in the lesson to groups.</p> <p>4 Listen and Appraise - Can’t Stop The Feeling! By Justin Timberlake. How is this song different/the same to Stop? Compose music to be played within the song. Rap and perform composition within the song. Children give feedback to each other in order to make improvements to their work.</p> <p>5 Listen and Appraise - Libertango by Astor Piazzolla. Watch a clip of the original. Use the correct musical language they are learning in the unit to discuss different sections of the song. Start to finalise performance as they rehearse. Record themselves so they can see and listen to it, making necessary adjustments ready for the final performance.</p> <p>6 Listen and Appraise - Mas Que Nada performed by Sergio Mendes and The Black Eyed Peas. Discuss how the song is put together. Watch the Black Eyed Peas perform the song. Discuss the style of the song. They compose their own rap for the chorus and record.</p> <p>Outcome/composite</p> <p>Perform a rap they have composed to another class and record to put on to Seesaw for parents to view.</p>	<p>INTENT</p> <p>Children will have opportunities to view the work of artists who use material and stitching to create marks. They will respond to the work both verbally and through mark making and drawing their own ideas and interpretations of the work in their sketchbook. They will use this to support their own creative piece of work.</p> <p>Sequence of lessons:</p> <p>1 Introduce the textile artists Hannah Rae & Alice Kettle. to inspire class discussions about how artists use cloth, thread and paint to make work. Explore how they can use sketchbooks to collect, process and consolidate information absorbed while they look at artists work.</p> <p>2 Discover how artists use a variety of marks, and develop their own mark making vocabulary by choosing a landscape based to draw in their sketchbook. Use soft pencils and different pens to explore marks that can be made.</p> <p>3, 4 and 5 Using the theme of volcanoes, introduce the children to the work of Frank Bowling. Explore the “Volcano Painting Inspired by Frank Bowling” and adapt to create a painted background. Learn how to use stitch to create texture, marks and energy on the painted background. Use stitches to add lava/rocks etc thinking about energy and flow. Continue to use sketchbooks as a tool to experiment with mark making, looking back at previous work done in their sketchbook. After the work is completed, discuss the progress they made, and the artists they saw along the way. Invite them to make links between the work they made in sketchbooks, on drawing sheets and final pieces, and the work by artists.</p> <p>Outcome/composite</p> <p>Set up an art gallery of the final pieces. inviting parents and other classes to view the work.</p>	<p>INTENT</p> <p>Children will learn some basic phrases. It provides opportunities to interact and communicate with other in both speech and in writing.</p> <p>Sequence of swimming lessons:</p> <p>1 Les couleurs - Learn the names of colours in French through songs and games. Practice saying the names of the colours.</p> <p>2 Translate colours from English to French and French to English through written activities such as word searches and crosswords.</p> <p>3 Les jours et le mois – Learn the days and months. Practice speaking the words in French. Match the names in French and English. Make a birthday chart and timetable in French for the class.</p> <p>4 Practice writing days of the week and months of the year in French.</p> <p>5 Ma famille – Create a portrait of their own family and label different family members in French. Practice speaking these phrases with a partner.</p> <p>6 Read a simple French text about a family. Answer questions about them. Translating from French to English and English to French. Practice saying these phrases in a small group.</p> <p>Outcome/composite</p> <p>Hold short conversations in French using the vocabulary learnt from the start of the year.</p> <p>Reading opportunities:</p>    	<p>INTENT -</p> <p>Sequence of lessons:</p> <p>1 Create a 3D model to learn about the different layers the earth is made up of.</p> <p>2 Discover what a mountain is, how they are formed and the location of the world's mountain ranges.</p> <p>3 What makes volcanoes erupt? Begin to understand how volcanoes are formed and why they erupt. Understand that the Earth’s crust is split into tectonic plates.</p> <p>4 Describe and understand key features of volcanoes. Locate famous volcanoes on a world map. Why do they think the area around the Pacific Ocean is called the ‘Ring of Fire’?</p> <p>5 Recreate a cross section of a volcano, labelling the different features.</p> <p>6 Use dance, music and words to describe a volcanic eruption.</p> <p>7 Describe and understand key aspects of earthquakes and understand how tectonic plates move.</p> <p>8 Describe and understand key aspects of earthquakes. Understand effects of seismic waves.</p> <p>Outcome/composite</p> <p>Create artwork and models to represent the layers of the earth and the features of volcanoes.</p>