

Wind, Earth, Water and Fire Level 4 to Level 12

Overview of Children's Lives :

This term will be themed around volcanoes. Pupils will explore what life was like for people living near volcanoes, developing both geographical knowledge and empathy for people. They will learn about the layers of the earth and their characteristics, how and where mountains are formed (including the names of mountain ranges), why volcanoes happen and where they occur. Finally they will use their knowledge to work as a group to design and make a volcano which will erupt.

> In Mathematics, pupils will continue to develop a secure understanding of addition and subtraction, using manipulatives to support them. They will be looking at adding and subtracting 3 digit numbers and 2 digit numbers using formal column methods. For the final week's of the term children will start to develop their understanding of multiplication and division. They will use equal groups and arrays to multiply, division using sharing and grouping and the multiplication and division facts of the 3 times table.

> In Science, pupils will develop their knowledge of forces and magnets. Children will learn the effects of contact forces and be able to label a diagram using arrows and scientific vocabulary, the effects and uses of forces and how to write a scientific conclusion, how and why things move differently on different surfaces and how to plan an investigation, the effects of magnets and how to write a method, compare the properties of different magnets and to display data using a bar chart and to explain the uses of magnets. This unit promotes scientific enquiry, observation and classification skills while linking scientific knowledge to the world around them.

> Within Art, children will develop their mixing skills to create lighter and darker shades of colours. They will understand how to darken and lighten a colour when mixing paint, how to use tints and shades to give a 3 dimensional effect when painting, how to paint can create different effects, to consider proportion and composition when planning a still life painting and to use these skills to create a finished piece.

Texts:

Pupils will engage with a carefully chosen range of texts that expose them to different genres, contexts and language features. In reading *Escape from Pompeii*, they will explore the structure and language of a historic tale, developing setting descriptions, empathy skills and writing their own escape story. Alongside this, pupils will watch a dramatical video using historic sources to show what life may have been like during the eruption of Mount Vesuvius. We will end the term looking at and creating Christmas shape Poems adding a sense of fun and creativity. Collectively, these texts provide opportunities to broaden vocabulary, deepen comprehension, and apply writing skills across a variety of forms, supporting progression in reading and writing while fostering curiosity, creativity and cultural understanding.

> Within PSHE, children will understand the importance of valuing differences. They will look at respect, different family dynamics, different communities, friends and neighbours, celebrating differences and prejudice.

> In computing, Children will be using iPads to take and edit digital photographs. They will learn the skills needed to take photographs deciding whether landscape or portrait orientations will be better, what makes a good photograph, how lighting affects the quality of a photo, special effects that can be used before completing a final piece.

> Within PE, children will be focusing on Dance to the song 'Rather Be' by Jess Glynne. Children will develop their knowledge of simple dance moves and will begin to recognise, describe and evaluate effective performance in themselves and others. They will be introduced to street dance using unison and canon techniques, they will focus on the fluency of movement by counting the beat and moving into triangle formations, they will consider choreography and cooperation by working in small groups to create their own 8 beat phrase, they will work with a partner to develop a 4 step square dance, they will learn about creative tutting working with a partner before performing their final piece. At the end of the unit children will have explored created narratives in response to a stimulus, shown control, accuracy and fluency of movement when performing actions with a partner, developed dance phrases using canon, unison, repetition, action/reaction and question/answer and be able to communicate about what went well and what could be improved within their dance.

> In RE, children will be finding out why Christmas is important to Christians. They will start by considering what Christmas means to them, they will look at why Christmas is important to Christians by looking at the Christmas Story. They will consider what the most important part of Christmas is to them and then look at what gift could they give to make the world a better place. We will finish the unit by looking at how Christmas is celebrated around the world. This will provide a lovely build up to celebrating Christmas both in school and outside of school.

> AQA Unit Award Scheme— Christmas Enterprise Project (118118). Children will work together to design and make Christmas cards to be sold at the Christmas Fayre.

> Music; Creating compositions from an animation — Children will use the classical piece of music called 'Night on a Bare Mountain' as a stimulus to create music telling a story. They will create soundscapes using a range of sounds to accompany a story. They will compose and perform rhythms to accompany a story and compose and perform a short melody to accompany a story using notations. At the end of the unit children will be able to verbalise how music makes them feel, create actions or movements appropriate to each section of a piece of music, play in time and with an awareness of other pupil's parts, giving some thought to dynamics and play melodies and rhythms which represent the section of the animation they are accompanying.

Our children in Resource Base require a tailored, bespoke offer of learning, which is integrated in supporting their development within the KS1/KS2 curriculum. Additionally, children will have daily sessions to support their concentration and focus, communication and interaction and emotional regulation. Additional provision includes:

- > Speech and Language Therapy
- > Sensory Story and/or Story Massage
- > Sensory Circuit
- > Little Wandles Phonics SEND Programme and daily 1:1 Reading
- > Life Skills
- > Gross Motor Skill Development
- > Fine Motor Skill Development; Write from the Start Programme
- > Sensory Room
- > Quiet Teaching Spaces
- > Child-directed learning
- > Enhanced Provision
- > AQA Unit Award Scheme

Alongside these bespoke provisions, our environments enable our learners to succeed with a total communication approach, consisting of objects of reference, core boards, visuals, visual timetable, now and next boards, non-verbal communication approaches including gestures, facial expressions, sign language, and communication boards, including assistive technology. We also use positive touch communication approaches to enable access to learning including story massage. This enables our children to communicate and build upon their language development.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (3 days)
English	Escape from Pompeii Setting descriptions	Escape from Pompeii	Escape from Pompeii	Escape from Pompeii	A day in Pompeii Non Chronological report (Video stimulus)	A day in Pompeii Non Chronological report (Video stimulus)	Christmas poetry
Maths	LO: To subtract 1s across a 10. Subtract 10s across a 100.	LO: To make connections Add two number (no exchange)	LO: To subtract two numbers (no exchange) Add two numbers across 10	LO: to Add two numbers across 100 Subtract two numbers across 10	LO: To subtract two numbers across 100 Add 2 digit and 3 digit numbers	LO: multiplication — equal groups Using arrays Sharing and grouping Multiply by 3	LO: Divide by 3 The 3 times table.
Phonics	Little Wandle SEND Programme Phase2/3/4/5 1:1 reading	Little Wandle SEND Programme Phase2/3/4/5 1:1 reading	Little Wandle SEND Programme Phase2/3/4/5 1:1 reading	Little Wandle SEND Programme Phase2/3/4/5 1:1 reading	Little Wandle SEND Programme Phase2/3/4/5 1:1 reading	Little Wandle SEND Programme Phase2/3/4/5 1:1 reading	Little wandle phonics assessment 1:1 reading

	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (3 days)
Geography	LO: To name and describe the layers of the Earth	LO: How and where mountains are formed.	LO: To explain why volcanoes happen and where they occur	LO: To recognise the negative and positive effects of living near a volcano.	LO: To explain what earthquakes are and where they occur.	LO: to design and make an erupting volcano.	No Lesson— Christmas activities
Science	Knowledge To describe the effects of contact forces. Working scientifically To label a diagram using arrows and scientific vocabulary.	Knowledge To recognise the effects and uses of forces. Working scientifically To write a scientific conclusion identifying cause and effect.	Knowledge To interpret how and why things move differently on different surfaces. Working scientifically To plan an investigation using variables.	Knowledge To describe the effects of magnets. Working scientifically To write a method.	Knowledge To compare the properties of different types of magnets. Working scientifically To display data using a bar chart	Knowledge To explain the uses of magnets. Working scientifically To research the uses of magnets.	No lesson— Christmas Holidays
Art	Tints and shades LO: To understand how to darken or lighten a colour when mixing paint.	Three Dimensions LO: To use tints and shades to give a three dimensional effect when painting.	Painting Techniques LO: To explore how paint can create very different effects.	Composition LO: To consider proportion and composition when planning a still life painting.	Still Life LO: To apply knowledge of colour mixing and painting techniques to create a finished piece.	Christmas Art LO: To know how to create tint and shade of a colour.	Christmas Art LO: To know how to create tint and shade of a colour.
Music	Telling stories through music LO: to tell a story from a piece of music through movement	Creating a Soundscape LO: to create a soundscape using percussion Instruments	Story Sound Effects LO: to create a range of sounds to accompany a story	Adding Rhythm LO: To compose and perform and rhythm to accompany a story	Musical Mountain LO: To compose and notate a short melody to accompany a story	Final Performance	NO Lesson— Christmas Activities.

Computing	LO: taking photographs	LO: Landscape or portraits	LO: what makes a good photograph?	LO: Lighting	LO: Effects	LO: Is it real?	LO: Christmas photography
PSHE Valuing Difference SCARF Planning	Respect	Family and Friends	My Community	Our Friends and Neighbours	Let's Celebrate our Differences	Prejudice	No Lesson— Christmas Holidays
PE Dance	Introduction to Street Dance	Fluency of Movement	Choreography and Cooperation	Partner Work	Creative Tutting	Performance	No Lesson— Christmas Holidays
RE	What does Christmas mean to me?	Why is Christmas important to Christians?	Why is the Christmas Story important to Christians?	What Aspects of Christmas is important to you?	What can make the world a better place?	Christmas around the world	No Lesson Christ- mas Activities