

Class 2 Curriculum Spring Sequence - Year 3 and Year 4

Spring 2 - Storms and Seas



GEOGRAPHY - Water

Prior knowledge—KS1 Use basic geographical knowledge to refer to physical features, including : beach, cliff, coast, hill, mountain, sea, ocean, river, port and harbour.

INTENT

To introduce children to the water cycle and explore the processes of evaporations and condensation. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.

Sequence of lessons:

1. To be able to explain the three states of matter.
2. To explain the key aspects of the water cycle.
3. To explain how clouds and rain are formed.
4. To explain how and why drinking water is cleaned.
5. To explain the causes and effects of flooding.
6. To understand the causes and effects of water pollution.

Outcome/composite: Creating a poster to raise awareness for World Water Day on Tuesday 22nd March 2022 and share in a whole school assembly.

ART

Prior knowledge - KS1 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

INTENT

Children will be taught how to use colour, paint & oil pastels to create art work. They will also have the opportunity to explore the work of two artists - Seurat & paint in the style of pointillism and Cornish artist Sue Reed and use oil pastels to produce coastal pictures in her style.

Sequence of lessons:

1. To describe the work of the artist, Georges Seurat. To create a piece of art inspired by Pointillism. To create a colour wheel.
2. To create a piece of coastal art inspired by Pointillism. To use your colour wheel to help you create the colours you will need.
3. To create a painting of a local coastline using the Pointillism technique.
4. To describe the work of the Cornish artist, Sue Reed. To use oil pastels to practice blending techniques.
5. To use oil pastels to create an ocean wave seascape. To use oil pastels blending techniques from our sketch books.
6. To create an oil pastel painting of a Cornish seascape. To use oil pastels blending techniques from our sketch books. To create an exhibition for parents of the work we have produced.

Outcome/composite: Children will use the techniques that they have learnt over the sequence of lessons to create their own coastal pointillism painting and oil pastels to create their own coastal picture in the style of Cornish artist Sue Reed. To have an exhibition and invite parents to view it.

PE

Prior knowledge:

To participate in team games, developing simple tactics for attacking and defending

INTENT

To learn the basic and fundamental principles of invasion games such as keeping possession and teamwork

Sequence of lessons:

- 1: To be able to evade and tag opponents.
- 2: To be able to evade opponents while keeping control of the rugby ball.
- 3: To pass the ball accurately and receive the ball safely.
- 4: To pass the ball accurately and receive the ball safely on the move.
- 5: To pass the ball accurately and receive the ball safely in a game situation.
- 6: To apply learned skills in a game of tag rugby.

Outcome/composite: Identify useful spaces for passing and receiving the ball, defend a goal space, indicate their intentions to their teammates and attempt to evade defenders.
Tag rugby MAT event in April 2022

Class 2 will also have 5 x 1 hour lessons of swimming this term. The children will be taught in ability groups, focusing on competent, confident, and proficient swimming and using a range of strokes effectively.

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PSHE—VIPs

Prior knowledge—Knowing who special people in their lives are, describe what makes a good friend and talk about the importance of families.

INTENT

To focus on relationships they have with VIPs, looking at friendships, how they are formed and maintained and the qualities of a good friend. Thinking about disputes and bullying and will address strategies for coping with each of these.

Sequence of lessons:

1. To explain the importance of respecting VIPs.
2. To explain how to make and keep fabulous friends.
3. To identify my own support network.
4. To demonstrate strategies for resolving conflicts.
5. To identify what bullying is.
6. To demonstrate I know what to do if someone is being bullied.

Outcome/composite:

Create a poster on being a good friend and anti bullying.

MUSIC—Pitch

Prior knowledge - recognise and explore how sounds can be made, changed and organised

INTENT

Recognise and explore the way the sounds can be combined and used expressively.

Sequence of lessons:

1. Recap learning on pitch, look at what pitch is and how to recognize high, middle and low sounds.
2. Explore what types of instruments make high pitched sounds and how these can be used in a musical story.
3. Explore what types of instruments make low pitched sounds and how these can be used in a musical story.
4. Explore how high and low pitches can work together to create a musical story.
5. Learn and practise how to follow the pitch of a piece of music.
6. Create low and high pitched sounds using objects

Outcome/composite:

Create and perform different pitches using voice percussion.

SCIENCE—Living things and their habitats

Prior knowledge from Y2—Sorting things that are living, dead or never have been alive, Identify habitats and how living things are suited to them, identify and name a variety of plants and animals in their habitats,

INTENT

To become more familiar with the plants and animals in local and wider environments. To identify a range of British plants and animals, and how to classify organisms, including the use of classification keys. To consider why organisms live in different habitats and the impact, both positive and negative, that humans can have on environments.

Sequence of lessons:

1. To be able to identify a variety of habitats and explore why organisms live in different habitats.
2. To be able to group organisms according to their characteristics.
3. To be able to classify animals into specific groups according to their characteristics.
4. To be able to use a classification key to identify animals.
5. To be able to identify and classify a variety of British plants.
6. To explore the human impact on habitats and environments.

Outcome/composite:

Exploration of the plants and animals in the wider school grounds. Walk up to the village car park at the hall, looking for human impact and a litter pick.