



### Impact

#### By the end of this unit, children will...

*'Sometimes it takes a natural disaster to reveal a social disaster.'*  
Jim Wallis

During this unit, children will learn about one of the most fascinating phenomena of God's creation – volcanoes. They will explore where in the world volcanoes are found before looking at how and why volcanoes erupt. Children will delve into the world of tectonic plates, including how these plates move and how this can cause volcanoes and other natural disasters. Children will be introduced to the 'Ring of Fire' and life for those living in dangerous places. Whilst exploring the life of those who live in these areas, the children will consider how we can assist those who suffer as a result of natural disasters.

### Intent

It is our vision that the children of St. Mary's become advocates of solidarity and love for our global family. Throughout this unit, they will learn about how natural disasters occur and the consequences of these for some of the poorest people. In learning about this, children will recognise that it is our duty to assist those in need whilst also working to care for our home in order to reduce the frequency and impact of natural disasters in the future.

### Building the Kingdom

#### Does God's creation cause harm?

#### Further questions to explore:

- How does the world respond to natural disasters?
- Why do people live where natural disasters are likely?

#### Catholic Life Pledge:

(Common Good & Stewardship)  
Christmas Cards & Laudato Si Litter Pick

### Catholic Social Teaching

#### **Solidarity & Preferential Option for the Poor**

God created us as one global family called to support our brothers and sisters all around the world. In doing this, the needs of the poor and vulnerable should be put first.

*'We need to work together to foster awareness that if one member of our family suffers, we all suffer.'*  
Pope Francis

## Core Subjects

### English

During this term, pupils will write:

#### Main Text:

- Leon and the Place Between by Angela McAllister
- Harry Potter and the Philosophers Stone by J.K. Rowling

**Spelling:** Words with the suffix –ous Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian  
Sound 'k' spelt 'ch'

#### Skills focus:

Extended noun phrases, adverbs and powerful verbs

A range of sentences with more than one clause, fronted adverbials and commas after fronted adverbials

### Maths

#### Number – Place Value

- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- round any number to the nearest 10, 100 or 1000
- count in multiples of 6, 7, 9, 25 and 1000
- identify, represent and estimate numbers using different representations
- order and compare numbers beyond 1000
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value

#### Number – Place Value

- find 1000 more or less than a given number
- order and compare numbers beyond 1000
- round any number to the nearest 10, 100 or 1000
- count in multiples of 6, 7, 9, 25 and 1000
- count backwards through zero to include negative numbers
- identify, represent and estimate numbers using different representations
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

## Foundation Subjects

### History / Geography

#### Volcanoes

Children will explore the positive and negative impact of eruptions on the environment. They will also have the opportunity to explore two volcanic areas in detail, and investigate the flora and fauna that inhabit these areas.

- To explore what happens when a volcano erupts.
- To explore the features of volcanoes.
- To understand what tectonic plates are and what the 'ring of fire' is.
- To explore life in volcanic areas
- To compare a volcanic area to a non-volcanic area.

### Art / Design technology

#### Vincent Van Gough

- To create sketch books to record their observations
- To use sketchbooks to review and revisit ideas
- To improve their mastery of art and design techniques, including painting with a range of materials
- To learn about great artists in history.

#### Alarms

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand and use electrical systems in their products.

### Music

#### PITCH

Melodies using a range of a full octave of 8 notes. Songs/accompaniments using the Pentatonic scale. Maintain a part in a round/song. Use major/minor chords.

### Computing

#### Coding

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

#### Online Safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



### Core Subjects

#### Science

##### Circuits and Conductors

Children will learn about where electricity comes from and how it is used before moving onto electrical safety. Children will then look at how to make simple circuits, learning the names of different components and how each of these work. Children will investigate insulators and conductors and use this knowledge to make a switch. Finally, challenge children to make their very own electrical devices.

##### Changing Sound

The lessons explore what sound is and how it is made, before giving your class the chance to investigate how sound travels, how it can be blocked, how different pitches can be attained, and much more!

#### Religious Education

##### Creation & The Story of Abraham to Joseph:

In this unit the children will hear and learn about some important stories from the Book of Genesis. They will explore some important images of God found in these stories and consider what it means for human beings to be made in the image and likeness of God.

##### Jesus Teaches us how to Pray:

In this unit, the children will learn about the prayer life of Jesus as he grew up in the Jewish faith. The children will be introduced to some prayers from the Old Testament and they will consider the importance Jesus attached to prayer. The children will study the Our Father, the prayer of the Rosary and some other forms of prayer as part of this unit.

#### Oracy

Deliberately select movement and gesture when addressing an audience.  
 Take on the summariser role in a trio discussion.  
 Begin to understand common idioms and expressions.  
 Listen for increasingly extended periods, being able to change their mind and explain the key reasons why.  
 Use pauses for effect in presentational talk e.g. telling an anecdote or joke, to allow for an audience's reaction.  
 Confidently build on others' ideas in discussions.  
 Take opportunities to try out new language with increasing accuracy.  
 Use a more sophisticated range of sentence stems with fluency and accuracy.

### Foundation Subjects

#### Physical Education

##### Hockey

Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.

##### Dance

Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.

#### French

Café et Boucles d'or et les Trois Ours (Café and Goldilocks)

#### RHSE/PHSE

- Module 1 Unit 1 Tell Zog Assessment activity
- Module 1, Unit 1, Session 1 (The Sacraments)
- Module 1 Unit 1 Tell Zog Assessment activity
- Module 1, Unit 2 All different: All loved Assessment
- Module 1, Unit 2, Session 1 (We don't have to be the same)
- Module 1, Unit 2, Session 2 (Respecting our bodies)
- Module 1, Unit 2, Session 3 (What is puberty Y4)
- Module 1, Unit 2, Session 4 (Changing Bodies Year 4)
- Module 1, Unit 2 All different: All loved Assessment)
- Module 1, Unit 3 My feelings Assessment
- Module 1, Unit 3, Session 1 (What am I feeling?)
- Module 1, Unit 3, Session 2 (What am I looking at?)
- Module 1, Unit 3, Session 3 (I am thankful)
- Module 1, Unit 3 My feelings Assessment
- Module 1, Unit 4 (Joe's new sister assessment)
- Module 1, Unit 4, Session 1 (Life cycles)
- Module 1, Unit 4 (Joe's new sister assessment)