



How are volcanoes, earthquakes and mountains formed?



Subject

Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary  House Value



How are volcanoes, earthquakes and mountains formed?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	Read and write in numerals and words; recognise the place value of each digit: 0-100 (0-1000) Identify, represent and estimate numbers : 0-100 Count in twos, threes, fives and tens	Diagnostic questions - in-class assessment.	Structured talk tasks that connect maths to real contexts from the do-now starters Emphasis on justification to explain findings. Collaborative problem-solving activities.	Number Sense and Exploring Calculation Strategies • compare and order numbers (up to 100) • find 10 more or less than a given number (Do Nows and transitions) • identify, represent and estimate numbers using different representations, including the number line • solve number problems and practical problems involving these ideas • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • add and subtract amounts of money to give change, using both £ and p in practical contexts	Place value ones, tens, hundreds, thousands Related facts Deriving facts Commutative Inverse More, less, greater, fewer Digit, number, amount, value Multiple	Fairness
	Recall and use number bonds within 20 fluently, and derive and use related facts up to 100 Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers.			Place Value • find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas • count from 0 in multiples of 50 and 100 Graphs • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables Addition and Subtraction • add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds	Add/subtract Greater than / less than Partition Concrete, pictorial, abstract Graph/chart Pictogram Tally Table Data Plot Accuracy Scale Axis	



How are volcanoes, earthquakes and mountains formed?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Writing	Non chronological report Y2 Subordinate and coordinate conjunctions Adverbials Commas in a list	Explanation text- hot and cold task. Retelling the story of the Deamgiver	Kagan pair dialogue, sentence starters.	LQ: What is a warning tale? LQ: What are the key features of a warning tale? LQ: How can I improve my writing using adverbs? LQ: How is a warning tale structured? LQ: How can I plan my own warning tale? LQ: How to write a warning tale? LQ: How do I use editing skills to improve my writing LQ: How do I write an information leaflet? LQ: What are the key features of an information leaflet? LQ: How can I organise my writing under headings and subheading? LQ: How can I use adjectives/ adverbs to describe? LQ: How do I write an information leaflet? LQ: What does a sentence need? LQ: How does a boxing-up plan help structure my writing? LQ: What is the verb and subject in my sentence? LQ: What is a compound sentence with a conjunction?	Journey tale, tale, information leaflet, technical vocabulary, adverbs, headings and subheadings	Creativity
	Reading	Carousel system - book bands from Y2	Book Band Tracker	Regular conversations about books in class, summarising skills in groups and practising new vocabulary	LQ: How can I answer vocabulary, inference, prediction, explanation, sequencing and retrieval questions? skimming, scanning, inference, pictorial, discussion, summarising, analysing, evaluating, vocabulary, prediction, explanation, retrieval, stories, fiction, non-fiction	

Resilience



How are volcanoes, earthquakes and mountains formed?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Science	Distinguish between an object and the material from which it is made. (Y1 - Everyday materials) • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials) • Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials) • Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials) • Identify and compare the suitability of a variety of everyday materials.	What's beneath our feet? How can I make a hypothesis to identify an igneous rock? How can I use a Venn diagram to compare metamorphic rocks? How can I investigate soils? How can I investigate fossils? What have I learnt about rocks and soils? How are sedimentary rocks formed, and why do they often contain fossils?	In rock and soil barrier games, Partner A describes a hidden sample's appearance using key scientific vocabulary like grainy, crystalline, or rough, while Partner B tries to select the matching sample from a tray. During "Odd One Out" debates, pupils work in trios using structured talk tactics to argue which rock or soil sample does not belong in a set of three based on observable properties. For fair test planning, groups negotiate	What's beneath our feet? How can I make a hypothesis to identify an igneous rock? How can I use a Venn diagram to compare metamorphic rocks? How can I investigate soils? How can I investigate fossils? What have I learnt about rocks and soils? How are sedimentary rocks formed, and why do they often contain fossils?	rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, soil, types of	Resilience
	Learning around the Savanna, climates and continents.	What causes earthquakes, volcanoes and mountains?	Discussing the reasons for earthquakes, volcanoes and mountains using the correct vocabulary.	L1: Paper Mache volcano L2: Paper Mache volcano L1: Why is our Earth dynamic (moving & changing). L2: How do the tectonic plates move? L1: What can I remember about how the tectonic plates move? L2: Why do volcanoes erupt? L1: Where are the continents, oceans and equator? L2: Where are the tectonic plates? L1: Where are the mountain ranges? L2: Discretionary lesson (improve and finish off) L1: How can I describe the location of an earthquake and understand its magnitude? L2: How have countries adapted to staying safe in earthquakes? L1: What and why are volcanoes active, extinct or dormant? L2: What are the advantages and disadvantages of living near volcanoes in Iceland? What have I learnt about volcanoes, mountain ranges and earthquakes? (assessment)	tectonic plate, crust, magma, lava, eruption, epicentre, earthquake, fault, active, dormant, extinct, mountain, and volcano	Creativity



How are volcanoes, earthquakes and mountains formed?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
History	Not covered this half term					Collaboration
DT	N/A					Creativity
Art	Drawing spirals in Year 1. Inspired by nature in Year 2 - continuous line drawing.	Gallery walks Peer assessments Success criterias	class gallery walks, responding to artists, show me what you see drawing.	LQ: What is typography? LQ: How can I create my own typeface? LQ: How can I respond to an artist's work? LQ: How can we incorporate drawing and typography to make a mixed media landscape? LQ: How can we incorporate drawing and typography to make a mixed media landscape? LQ: How can I make my work even better?	typography, typeface, artist study, continuous line drawing, 3D map	Creativity
Computing	Understanding of inputs and outputs Computers/devices making connections through email/calls/texts/bluetooth	Multiple choice questioning with teacher assessment throughout	Paired work. discussion of findings and ideas, quizzes.	1 How does a digital device work? 2 What parts make up a digital device? 3 How do digital devices help us? 4 How am I connected? 5 How are computers connected? 6 What does our school network look like?	Input, output, devices security, passwords, digital/non-digital, network, information sharing, wireless	Collaboration
RE	Not covered this half term					Kindness



How are volcanoes, earthquakes and mountains formed?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
PSHE	Understanding why rules keep everyone safe and happy, and who enforces them (like teachers and emergency services). Learning that choices have consequences and how to make things right when mistakes happen. Expressing opinions, listening to others, and taking part in simple class votes. Knowing that everyone is unique and learning to treat others with kindness and fairness.	Children sort everyday scenarios into 'Rules', 'Laws', or 'Rights' and explain their choices. Children look at a short story where a rule is broken and explain who was affected, why it was unfair, and what a fair consequence should be. Children create a simple poster showing three ways rules, laws, and rights keep them safe and protected in daily life	Classroom debate: Children argue for or against a proposed school rule, then hold a vote. Hot seating: One child acts as a character who broke a rule, while peers ask questions to explore choices and consequences. Big question talk: Small groups discuss questions like "What if there were no laws?" while practicing agreeing and disagreeing politely. Silent communication challenge: Children express an idea using only gestures, then discuss how it felt to communicate without speaking.	LQ: How do Rights, rules and laws help protect me? LQ: What are the different ways people can have a 'voice' and be heard, even without speaking? LQ: Why is it important to respect other people's rights and how does this help everyone get along? LQ: Why do we have rules and laws in school, our community, and the country? LQ: What happens if people do not follow rules and laws, and why is accountability important? LQ: How can rules and laws be fair for everyone, and why is fairness important? LQ: What are the British Values of democracy, rule of law, respect and tolerance, and individual liberty, and why are they important for our society?	Rights Responsibilities Rules Laws Accountability Consequences Democracy Rule of Law Individual Liberty Tolerance Mutual Respect Fairness Equity Advocacy Voice	Fairness
Spanish	Greetings Numbers Colours Days of the week Months of the year Animals	In class assessments from conversations Puzzle it out assessments	Regular opportunities to talk Spanish with peers and in groups	LQ: How can learn about Spanish traditions and take part in a carnival celebration? LQ: How do I say and write some numbers between 1 and 15? LQ: How do I say and write some numbers up to 20? LQ: How can I ask and answer "How old are you?" in Spanish? LQ: How can I take part in a simple dialogue about myself, using familiar questions and answers? LQ: How can I use Easter vocabulary?	once – eleven 11 doce – twelve 12 trece – thirteen 13 catorce – fourteen 14 quince – fifteen 15 dieciséis – sixteen 16 diecisiete – seventeen 17 dieciocho – eighteen 18 diecinueve – nineteen 19 veinte – twenty 20 ¿Cuántos años tienes? – How old are you? Tengo ... años. – I am ... years old. El Carnaval – Carnival una máscara – a mask filloas – crepes una cesta – a basket un huevo – an egg	Collaboration



How are volcanoes, earthquakes and mountains formed?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Music	Year 2 topics on Pitch, Structure, Call and Response, and Dynamics	Students will perform Frere Jacques and Three Little Birds singing and playing the ukelele.	Discuss and respond to questions about musical dimensions: Timbre, Texture, Structure, Dynamics, Duration Pitch and Tempo.	LQ: How can I play simple melodies using single strings and 3 chords?	Chord charts; Melody; Harmony, Pitch; Duration; technique; note value; texture; Structure	Creativity
PE Games	Handball introduced to the children in year 1, now developing their understanding of tactics and rules.	Pre Assessment Game Post Assessment Game	Group work, Paired work, Discussion to make improvements	LQ: What different techniques can we use to pass and control the ball? LQ- When should we use our different techniques of dribbling in Handball - ? LQ- Why Should we Dribble and Finish with speed whilst approaching the goal? LQ - What do we have to do as a team to create space? . LQ- What are the different positions and when do we attack and defend?	Defence Attack Space Throw Catch Movement Block Aiming	Collaboration
Dance Gymnastics	Dance topics across year 2.	Pre assessment looking at children's confidence in relation to dance and movement. Post assessment - A video will be posted on seesaw.	Group work, Paired work, Discussion to make improvements to	LQ: How can I use movement to create a motif? LQ: How can I travel in different ways showing different levels? LQ: How can I show good timing and control? LQ: How can I use a picture to inspire my movement? LQ: What is a cannon and how does it effect our dance? LQ: How does a poem inspire our movements? LQ: What makes a good performance? LQ: How can I use my peers to help my dance?	Motif Pairs Cannon Synchronization Free style Space Astroid Galaxy Rocket	Collaboration