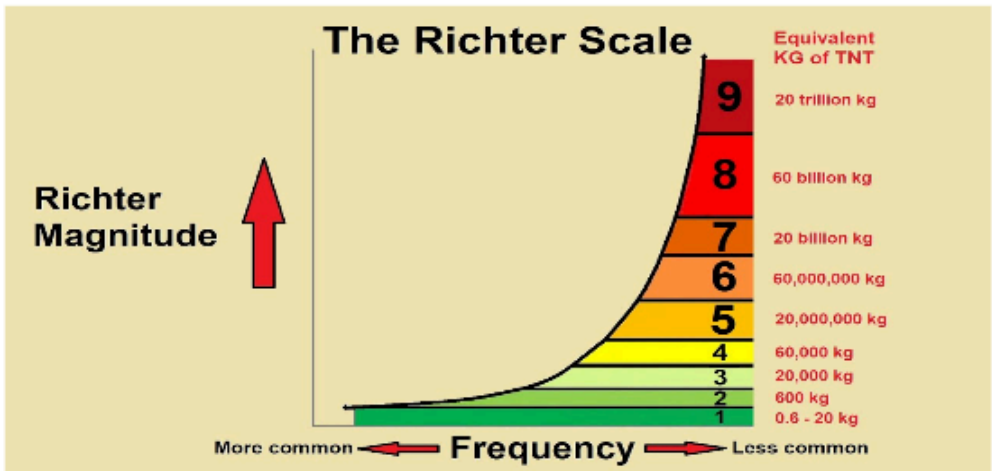


| Earthquakes & Volcanoes | | | Year 4 Spring 2 |
|---|--|--|---|
| | Prior Knowledge | New Knowledge | Future Knowledge |
| Geography | Physical geography, including coasts, rivers, hills, mountains and the water cycle. (Y3) | Describe and understand key aspects of: • Physical geography including volcanoes and earthquakes and describe the characteristics of these. | Physical geography including climate zones (locating the hot and cold areas of the world), biomes and vegetation belts and describe the characteristics of these. (Y6) |
| Design & Technology | Investigate similar products to the one to be made to give starting points for a design. Draw/sketch products to help analyse and understand how products are made. Plan a sequence of actions to make a product. Record the plan by drawing (labelled sketches) or writing. (Y3) | To research, develop and design structures intended to withstand earthquakes. Think ahead about the order of their work and decide upon tools and materials. Develop more than one design or adaptation of an initial design. Propose realistic suggestions as to how they can achieve their design ideas. Create shell or frame structures, strengthen frames with diagonal struts. | Use appropriate tools with increasing accuracy. Join materials using appropriate methods. Cut accurately and safely to a marked line. Join and combine materials with temporary, fixed or moving joinings. (Y5) |
| Key Questions | | Key Individuals | Key Vocabulary |
| What causes earthquakes and volcanoes? What safety measures can be taken before an earthquake or volcano? What do rescue teams do following an earthquake or volcano? What aid is provided to support countries after a natural disaster? What is the difference between an active, dormant or extinct volcano? | | Pliny the Younger (61-113) a lawyer and author in ancient Rome; he wrote many famous letters about the eruption of Mount Vesuvius. Mother Teresa (1910-1997) was a humanitarian. Her entire life was fully devoted to helping the poor, the sick, the needy, and the helpless, including survivors of an earthquake in Armenia. John Milne (1850-1913) was a British geologist. He invented seismographs to detect and measure the strength of earthquakes. | Focus (Hypocentre) - the point inside the Earth where an earthquake originates. Magnitude - the most common measure of an earthquake's size. Tremors - a shaking motion of the earth during an earthquake. Richter scale - a scale of numbers used to tell the size of earthquakes. Lava - hot, liquefied rock that flows from a volcano. Magma - molten, or hot liquefied, rock located deep below the Earth's surface. |



Curriculum Leaflet

Year 4 Spring 2

Year 4 will be exploring the topic: 'Earthquakes and Volcanoes'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in Geography with a focus on how and why volcanoes erupt and earthquakes occur.

| Maths | English | Home |
|--|--|---|
| <p>Maths Unit</p> <p>Fractions</p> <ul style="list-style-type: none"> To understand the whole To count beyond 1 To partition a mixed number To use number lines with mixed numbers To Compare and order mixed numbers To understand improper fractions To convert mixed numbers to improper fractions To convert improper fractions to mixed numbers To know equivalent fraction families To add two or more fractions To add fractions and mixed numbers To subtract two fractions To subtract from whole amounts To subtract from mixed numbers <p>Decimals</p> <ul style="list-style-type: none"> To understand tenths as fractions and a decimals To use tenths on a place value chart To use tenths on a number line To divide a 1-digit number by 10 To divide a 2-digit number by 10 To understand hundredths as fractions and decimals To use hundredths on a place value chart To divide a 1- or 2-digit number by 100 | <p>We will be studying:</p> <p>Escape from Pompeii, <i>Christina Balit</i> Tamarind & the Star of Ishta, <i>Jasbinder Bilan</i></p> <p>Writing focus</p> <p>Narrative With a focus on text, the children will write a narrative focussing on witness recounts of the eruption. The children will use inverted commas for speech and key vocabulary from Geography in their writing.</p> <p>Journalistic writing The children will write as a journalist reporting the eruption of Mount Vesuvius. The children will use direct speech, summarising skills and formal language.</p> | <p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> Research volcanoes and earthquakes, read information texts and books on them. Research active volcanoes in the world, what countries have active volcanoes currently. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc#zdbyvwx https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39 Use google to find out interesting facts about natural disasters and the effects of natural disasters. Accessing weekly home learning tasks via Google Classroom Supporting the development of times tables skills via regular practice on Times Tables Rock Stars Reading daily at home Accessing MyMaths for weekly maths homework (KS2) |