



**Scheme of Work**

<b>Years:</b> 3&4	<b>Title:</b> Tremors	<b>Weeks:</b> 6 weeks
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**Rationale**

This unit builds upon pupils’ prior understanding of the physical world by developing knowledge of volcanoes, earthquakes and significant geological events through the concept of *Tremors*. Pupils explore how the Earth changes over time and how natural processes can shape landscapes, environments and human experiences.

Learning is carefully sequenced so pupils progressively develop substantive knowledge, disciplinary understanding and increasingly ambitious vocabulary through investigation, reading, discussion, geographical enquiry and purposeful outcomes. Pupils explore the causes and effects of earthquakes and volcanoes, consider how people respond to natural disasters and reflect upon the impact of environmental change on communities.

The curriculum maintains subject integrity whilst creating meaningful opportunities for literacy development, scientific enquiry, geographical thinking, communication and critical reflection.

**Pupils learn to:**

- explain how volcanoes and earthquakes occur
- identify key features of volcanoes and the structure of the Earth
- understand how natural events affect people and places
- use maps, diagrams and geographical information to interpret evidence
- ask questions and investigate patterns and relationships
- compare how things move on different surfaces
- investigate magnetic forces
- identify magnetic and non-magnetic materials
- recognise that magnets have poles and that like poles repel whilst opposite poles attract
- retrieve and apply prior learning independently
- use increasingly ambitious geographical and scientific vocabulary
- justify ideas using evidence and reasoning
- work collaboratively and sustain focus for longer periods
- communicate understanding confidently through practical, spoken and written outcomes
- collect and record geographical information through simple fieldwork activities
- interpret data linked to natural environments and physical features
- use maps and aerial images to identify geographical patterns

For SEMH learners, learning is scaffolded through predictable routines, retrieval practice, visual supports, explicit modelling, oral rehearsal, chunked tasks, emotional regulation opportunities and relationship-based teaching. Adults carefully support executive functioning, confidence and engagement without reducing curriculum ambition.

**Adaptive Teaching**

**Examples of adaptation within this unit include:**

- visual timetables and now/next supports
- vocabulary pre-teaching and rehearsal
- sentence stems and modelling
- chunked instructions and reduced cognitive load
- oral rehearsal before recording ideas
- alternative recording methods (drawing, practical outcomes, verbal responses)
- sensory and movement opportunities where needed
- emotional check-ins and regulation support



**Challenge and Greater Depth Opportunities**

Pupils demonstrating secure understanding may be challenged through:

- increasingly independent application of learning
- deeper questioning and higher-order thinking
- interpretation and evaluation of evidence
- more sophisticated use of disciplinary and subject-specific vocabulary
- extended reasoning and justification of ideas
- leadership, collaboration and peer-support opportunities
- greater complexity within written, practical and presentation outcomes
- opportunities to make connections across subjects and contexts
- analyse patterns linked to earthquakes, volcanoes and geographical locations
- interpret maps and evidence independently to justify conclusions
- explain relationships between physical processes and human impact

**Hook**

Pupils are immersed in the world of **Tremors** through dramatic storytelling, immersive images and videos, maps, artefacts, model volcanoes, sensory experiences and practical investigations designed to provoke curiosity, questioning and awe.

Children explore powerful natural events including volcanoes, earthquakes and life-changing geological events whilst beginning to consider how the Earth changes over time and how these events affect people, places and communities.

Opportunities for role play, prediction, investigation and collaborative problem-solving encourage pupils to think like geographers and scientists whilst making meaningful connections to real-world experiences.

**Opening challenge**

Can you become a disaster investigation team and create an outcome that helps others understand how the Earth changes and why tremors can affect people and places?

**Writing outcomes**

**By the end of the unit pupils will:**

- orally rehearse ideas before recording and explaining thinking
- write descriptive phrases and sentences using ambitious vocabulary linked to volcanoes, earthquakes and geological events
- create labels, captions and annotated diagrams linked to Earth structure, volcanoes and earthquakes
- record predictions, observations and questions linked to investigations and discussions
- compose explanation texts describing how volcanoes and earthquakes occur
- write comparative responses identifying similarities and differences between natural events, environments and their impacts
- communicate understanding through scientific and geographical writing outcomes
- use evidence from texts, investigations and discussion to explain ideas and justify thinking
- create information texts, diary entries, reports or reflective responses linked to natural disasters and significant events
- organise ideas into sentences and increasingly coherent paragraphs appropriate to purpose and audience
- edit and improve writing through discussion, peer support and adult guidance
- present ideas and learning through spoken, practical and written outcomes for different audiences

**Mixed-age challenge (Year 4 depth):**



	<ul style="list-style-type: none"> <li>• explain understanding using increasingly precise scientific and geographical vocabulary independently</li> <li>• justify ideas and interpretations using evidence from investigations, texts and discussion</li> <li>• organise explanations into coherent sections and paragraphs</li> <li>• adapt writing for different purposes including explanation, information and presentation writing</li> </ul>
<p><b>Outcomes</b></p> <p><b>By the end of the unit pupils produce:</b></p> <ul style="list-style-type: none"> <li>• a Tremors Showcase shared with adults, peers or visitors demonstrating understanding of volcanoes, earthquakes and significant geological events</li> <li>• a collection of spoken, practical and written learning evidence</li> <li>• a written explanation, report or information outcome demonstrating understanding of how earthquakes and volcanoes occur</li> <li>• labelled diagrams, maps or annotated drawings linked to Earth structure, tectonic plates, volcanoes and earthquakes</li> <li>• predictions, questions and responses linked to investigations, texts and enquiry activities</li> <li>• comparative work linked to different geological events, environments and their impact on people and places</li> <li>• a practical or creative outcome linked to learning (<i>e.g. volcano models, earthquake-resistant structures, maps, disaster response plans or collaborative displays</i>)</li> <li>• vocabulary-rich classroom display work linked to key concepts and disciplinary vocabulary</li> <li>• a collaborative presentation, demonstration or investigation outcome explaining learning and ideas</li> <li>• digital or creative outcomes such as photographs, presentations, videos or recorded explanations where appropriate</li> <li>• complete a forces investigation journal including friction investigations and magnetic enquiry findings</li> </ul>	<p><b>Success Criteria:</b></p> <p><b>By the end of the unit most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• use key vocabulary accurately within discussion and learning activities</li> <li>• identify and describe key features of volcanoes, earthquakes and the structure of the Earth</li> <li>• explain simply how volcanoes and earthquakes occur</li> <li>• recognise that natural events can affect people, places and environments in different ways</li> <li>• identify similarities and differences between geological events and their impact</li> <li>• ask questions and discuss ideas thoughtfully using geographical and scientific language</li> <li>• retrieve information and apply learning during discussion, investigation and reflection activities</li> <li>• record ideas, observations and responses using appropriate vocabulary and sentence structures</li> <li>• participate in investigations, collaborative activities and enquiry-based learning experiences</li> <li>• communicate understanding confidently through practical, spoken and written outcomes</li> <li>• use evidence from texts, observations, maps, investigations and discussion to explain ideas and justify thinking</li> <li>• identify magnetic and non-magnetic materials</li> <li>• explain that friction affects movement</li> <li>• describe how magnets attract and repel</li> <li>• use scientific vocabulary accurately when discussing findings</li> </ul> <p><b>Mixed-age challenge (Year 4 depth):</b></p> <ul style="list-style-type: none"> <li>• explain relationships between causes and effects using increasingly precise scientific and geographical vocabulary</li> <li>• interpret information from diagrams, maps and investigations independently</li> </ul>



	<ul style="list-style-type: none"> <li>justify conclusions using evidence and reasoning</li> </ul>
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<p><b>Secure End Point</b></p> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>explain how volcanoes and earthquakes occur</li> <li>interpret maps, diagrams and evidence</li> <li>identify relationships between physical processes and human impact</li> <li>justify conclusions using geographical and scientific vocabulary</li> </ul>	
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<p><b>Common Misconceptions</b></p> <ul style="list-style-type: none"> <li>volcanoes and earthquakes happen everywhere</li> <li>earthquakes and volcanoes are unrelated</li> <li>volcanoes only erupt once</li> <li>earthquakes happen because of weather</li> <li>all earthquakes and volcanoes cause the same effects</li> </ul>	<p><b>Sticky Knowledge (Non-negotiable Learning)</b></p> <p>By the end of the unit pupils will know:</p> <ul style="list-style-type: none"> <li>the Earth is made up of layers</li> <li>tectonic plates move beneath the Earth's surface</li> <li>earthquakes and volcanoes are often linked to plate movement</li> <li>volcanoes and earthquakes can affect people and environments</li> <li>different locations experience different natural events</li> <li>geographers use maps and evidence to understand physical processes</li> </ul>
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<p><b>Retrieval Opportunities</b></p> <p><b>Week 1</b> - recall prior learning linked to rocks, landscapes, weather, natural environments and changes within the world; discuss existing knowledge and misconceptions about volcanoes and earthquakes; revisit vocabulary linked to Earth, movement and natural events</p> <p><b>Week 2</b> - retrieve understanding of Earth structure and key vocabulary; recall prior learning through diagrams, discussion and oral rehearsal; explain the layers of the Earth and key features</p> <p><b>Week 3</b> - retrieve understanding of volcanoes and how they form; revisit learning through questioning, sequencing and practical activities; explain key features and processes</p> <p><b>Week 4</b> - retrieve understanding of earthquakes and tectonic movement; recall vocabulary and prior concepts through discussion and investigations; compare causes and effects</p> <p><b>Week 5</b> - revisit understanding of how natural disasters affect people, places and environments; retrieve knowledge through map work, texts and evidence-based discussion</p> <p><b>Week 6</b> - revisit sticky knowledge from across the unit; retrieve learning linked to volcanoes, earthquakes and Earth processes; justify understanding using evidence and explain how thinking has developed throughout the unit</p>	
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**Retrieval methods used throughout the unit:**

- vocabulary retrieval
- retrieval grids
- discussion prompts
- sequencing activities
- picture retrieval tasks
- map interpretation tasks
- diagram labelling activities
- oral rehearsal and low-stakes quizzes
- practical recall activities
- retrieval through reading and investigation tasks
- sorting activities (magnetic/non-magnetic)
- prediction tasks
- practical recall investigations
- vocabulary retrieval: force, friction, magnetic, attract, repel, poles

**Prior Learning**

Pupils may already:

- recognise that the Earth contains different environments and physical features
- identify and describe simple features of landscapes including mountains, rivers and landforms
- understand that some natural events can change environments and affect people
- observe and describe changes within the natural world
- recognise that materials and rocks can have different properties and purposes
- use simple scientific and geographical vocabulary linked to observations and the world around them
- ask questions and share ideas during practical activities and discussions
- make simple predictions based on observations and prior experiences
- interpret simple maps, diagrams and images
- communicate ideas through speaking, drawing and writing
- recognise patterns and similarities when observing places, events and environments

**Reading Retrieval Opportunities**

- Retrieval of geographical vocabulary and Earth processes
- Flashback questions linked to previous geographical learning
- Recall of sticky knowledge through maps and comparison activities
- Retrieval through enquiry and discussion

**Spelling**

Pupils apply:

- application of Year 3-4 spelling rules and patterns
- common exception words
- scientific and geographical topic vocabulary linked to volcanoes, earthquakes and geological events
- prefixes and suffixes where appropriate
- proofreading and editing strategies
- increasing accuracy when spelling subject-specific vocabulary

**Grammar and Punctuation Focus**

Pupils develop

- expanded noun phrases to add detail and description
- conjunctions including *because*, *when*, *if*, *although*, *so* and *while* to extend ideas and explain thinking
- organisation of ideas into coherent paragraphs around themes
- accurate sentence construction including a wider range of sentence types



<p><b>Spelling Progression Links - Unit Specific</b></p> <ul style="list-style-type: none"> <li>• apply suffixes including <b>-ous</b> and related spelling patterns within geographical vocabulary</li> <li>• practise Year 3-4 statutory spelling words through explanations and information texts</li> <li>• apply spelling knowledge within comparative and scientific writing outcomes</li> <li>• apply spelling knowledge within reports, diagrams and comparative writing</li> <li>• use ambitious vocabulary including tectonic, eruption, magma, seismic and geological</li> </ul>	<ul style="list-style-type: none"> <li>• use of question marks, exclamation marks and commas accurately</li> <li>• increasingly ambitious scientific and geographical vocabulary within spoken and written outcomes</li> </ul> <p><b>Year 4 Extension / Mixed-age Challenge</b></p> <ul style="list-style-type: none"> <li>• fronted adverbials linked to time, place and cause (<i>e.g. During the eruption..., Beneath the Earth's crust..., After the earthquake...</i>)</li> <li>• commas after fronted adverbials</li> <li>• accurate use of speech punctuation where appropriate within diary entries, reports or role-play responses</li> <li>• varying sentence openings and improving cohesion across writing</li> </ul>
<p><b>Computing Integration</b></p> <p><b>Pupils learn to:</b></p> <ul style="list-style-type: none"> <li>• collect and interpret data linked to natural events</li> <li>• use technology to organise and present information</li> </ul> <p><b>NC coverage:</b></p> <ul style="list-style-type: none"> <li>• data handling</li> </ul>	
<p><b>Independence</b></p> <p><b>Pupils move from:</b></p> <ul style="list-style-type: none"> <li>• relying on adults to explain ideas and identify important information</li> <li>• using ideas mainly through guided discussion and structured responses</li> <li>• needing support to recall prior learning and use key vocabulary</li> <li>• expressing opinions with adult prompts and scaffolded questions</li> <li>• requiring support to record, organise and interpret information</li> <li>• needing guidance to use maps, diagrams and investigation evidence</li> </ul> <p><b>To:</b></p> <ul style="list-style-type: none"> <li>• increasingly independent participation in discussion, investigation and enquiry activities</li> <li>• retrieving and applying prior learning with growing confidence</li> </ul>	<p><b>Thinking</b></p> <p><b>This unit develops:</b></p> <ul style="list-style-type: none"> <li>• scientific observation and enquiry</li> <li>• geographical interpretation and investigation</li> <li>• questioning and curiosity</li> <li>• comparison and identifying patterns and relationships</li> <li>• prediction and explanation</li> <li>• reasoning and evidence-based thinking</li> <li>• communication and vocabulary development</li> <li>• problem-solving and critical thinking</li> <li>• reflection and collaboration</li> <li>• understanding cause and effect</li> </ul> <p><b>Cognitive Progression</b></p> <p><b>Week 1: Knowledge Launch</b> - Pupils focus on introducing volcanoes, earthquakes and key vocabulary through immersive experiences, discussion and exploration.</p>



<ul style="list-style-type: none"> <li>• selecting and using scientific and geographical vocabulary independently within speaking and writing</li> <li>• expressing ideas thoughtfully using evidence from texts, investigations and observations</li> <li>• organising and communicating responses with reduced prompting</li> <li>• interpreting information from maps, diagrams, investigations and texts independently</li> <li>• sharing learning confidently through practical, spoken and written outcomes</li> </ul> <p><b>By the end of the unit pupils can:</b></p> <ul style="list-style-type: none"> <li>• recall and apply key vocabulary and sticky knowledge</li> <li>• explain how volcanoes and earthquakes occur</li> <li>• use evidence from investigations, texts, maps and discussion to support ideas</li> <li>• communicate understanding through practical, spoken and written outcomes</li> <li>• make thoughtful connections between natural events and their impact on people and places</li> <li>• present ideas, conclusions and explanations with increasing confidence and independence</li> </ul>	<p><b>Week 2: Knowledge Building</b> - Pupils focus on understanding the structure of the Earth and developing knowledge through explicit teaching, diagrams and guided activities.</p> <p><b>Week 3: Knowledge Deepening</b> - Pupils focus on understanding volcanoes and geological processes through practical enquiry, investigation and questioning.</p> <p><b>Week 4: Application</b> - Pupils focus on understanding earthquakes and identifying patterns, relationships and cause-and-effect links through investigation and discussion.</p> <p><b>Week 5: Analysis and Interpretation</b> - Pupils focus on interpreting evidence and considering how natural disasters affect people, communities and environments.</p> <p><b>Week 6: Reflection and Outcome</b> - Pupils focus on applying understanding independently through presentation, explanation, evaluation and purposeful outcomes.</p>
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<p><b><u>3 Lead Subjects National Curriculum Links</u></b></p> <p><b>Subject 1: Geography</b></p> <p><b>Core Knowledge</b> Pupils develop understanding of the Earth’s physical processes through the study of volcanoes, earthquakes and significant geological events. Pupils explore how natural events shape landscapes and environments whilst considering how these events affect people and communities.</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• identify and describe key features of volcanoes and earthquakes</li> <li>• recognise that physical processes can change landscapes and environments</li> <li>• identify similarities and differences between geographical events and places</li> <li>• use maps, diagrams and images to develop understanding</li> </ul> <p><b>Year 4 Extension</b></p> <ul style="list-style-type: none"> <li>• explain how physical processes affect people and places</li> <li>• interpret geographical information and evidence independently</li> <li>• identify patterns and relationships between environments and natural events</li> <li>• justify ideas using evidence and geographical vocabulary</li> </ul> <p><b>Disciplinary Knowledge</b></p> <p>Pupils work as geographers by:</p> <ul style="list-style-type: none"> <li>• observing</li> <li>• identifying</li> <li>• comparing</li> </ul>
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- interpreting information
- questioning
- explaining patterns and relationships

### Disciplinary Progression

identify → observe → compare → interpret → explain → justify

### Secure End Point

Pupils independently explain how geological events affect people and environments using geographical knowledge, vocabulary and evidence.

### Subject 2: Science

#### Core Knowledge

Pupils develop understanding of Earth structure, geological processes and natural phenomena through observation, investigation and explanation. Pupils explore how scientists use evidence and enquiry to understand the world.

#### Year 3

- identify key features of the Earth and simple geological processes
- ask questions and make predictions
- observe and describe findings
- use simple scientific vocabulary accurately
- ask relevant questions and carry out practical enquiries linked to geological events
- observe patterns and relationships through investigations and evidence
- use observations and findings to answer questions

#### Year 4 Extension

- explain relationships between cause and effect
- interpret evidence and identify patterns independently
- justify conclusions using observations and investigations
- communicate understanding using increasingly precise scientific vocabulary
- interpret evidence and explain relationships within findings
- justify scientific conclusions using increasingly independent reasoning

#### Disciplinary Knowledge

Pupils work scientifically by:

- observing closely
- asking questions
- carrying out investigations
- gathering evidence
- identifying patterns
- drawing conclusions

#### Disciplinary progression

observe → investigate → identify patterns → explain → conclude → justify



**Secure End Point**

Pupils independently explain scientific understanding using evidence, investigations and increasingly precise scientific vocabulary.

**Subject 3: English**

**Core Knowledge**

Pupils develop understanding of explanation writing, descriptive writing and information texts linked to volcanoes, earthquakes and geological events. Pupils strengthen reading, vocabulary and communication through topic-linked texts and purposeful outcomes.

**Year 3**

- retrieve information from stories and texts
- identify key vocabulary and ideas
- discuss events and responses
- communicate understanding through discussion and writing

**Year 4 Extension**

- explain how vocabulary creates meaning and atmosphere
- justify interpretations using evidence independently
- communicate increasingly sophisticated responses through discussion and writing
- organise ideas with increasing independence

**Disciplinary Knowledge**

Pupils work as readers and writers by:

- retrieving information
- identifying key ideas
- interpreting vocabulary
- discussing and explaining ideas
- using evidence
- communicating understanding

**Disciplinary Progression**

retrieve → infer → interpret → explain → justify

**Secure End Point**

Pupils independently communicate understanding using evidence, ambitious vocabulary and increasingly confident spoken and written responses.

Area	Coverage within this unit
<b>Reading</b>	scientific and geographical enquiry; retrieval from fiction and non-fiction texts; cause and effect; evidence and interpretation; prediction; inference; comparison of geological events and their impact; shared reading of anchor texts
<b>Writing</b>	oral rehearsal; sentence composition; explanation writing; investigation write-ups; prediction and conclusion writing; diary entries; information texts; reports; captions and labels; shared and independent writing



<b>Spelling</b>	application of Year 3-4 spelling rules and patterns; common exception words; scientific and geographical vocabulary linked to volcanoes, earthquakes and geological events; prefixes and suffixes; proofreading and editing strategies
<b>Grammar and Punctuation</b>	expanded noun phrases; conjunctions including <i>because, when, if, although, so</i> and <i>while</i> ; fronted adverbials; commas after fronted adverbials; paragraphs; accurate punctuation and sentence construction
<b>Spoken Language / Oracy</b>	discussion; questioning; scientific and geographical enquiry; prediction and reasoning; presentation; collaborative talk; explanation and justification using evidence

**Genre coverage**

<b>Genre</b>	<b>Coverage</b>
<b>Narrative</b>	diary writing linked to natural disasters and historical events; storytelling and first-person accounts of volcanic eruptions and earthquakes; narrative responses inspired by <i>Escape from Pompeii</i>
<b>Explanation</b>	explanation of how volcanoes and earthquakes occur; explanation of Earth structure and geological processes
<b>Information</b>	fact files; reports; labelled diagrams; non-fiction information texts linked to volcanoes, earthquakes and geological events
<b>Persuasion</b>	disaster preparation posters; persuasive writing encouraging communities to prepare for natural events; campaign or awareness materials
<b>Comparison</b>	comparison of volcanoes and earthquakes; comparison of environments, impacts and responses to natural disasters
<b>Spoken presentation</b>	investigation presentations; disaster reports; collaborative presentations; evidence-based discussion and explanation

**Application Subjects**

**Subject: Maths**

**Core Knowledge**

Pupils develop understanding of measurement, data handling and mathematical reasoning through investigations linked to earthquakes, volcanoes and geological events. Pupils explore how mathematics can help explain and interpret information about the world.

**Year 3**

- measure and compare information linked to investigations and observations
- collect and organise simple data
- identify patterns and relationships within information
- use mathematical vocabulary during discussions and activities

**Year 4 Extension**

- interpret and compare data independently
- identify patterns and relationships within increasingly complex information
- justify reasoning using mathematical evidence
- communicate findings clearly using mathematical language

**Disciplinary Knowledge**

Pupils work as mathematicians by:

- measuring



- comparing
- identifying patterns
- recording information
- interpreting results
- explaining reasoning

**Disciplinary Progression**

measure → compare → record → interpret → explain

**Secure End Point**

Pupils independently apply mathematical understanding to interpret and communicate information linked to geological investigations.

**Subject: ICT**

**Core Knowledge**

Pupils develop understanding of how technology can support research, communication and presentation of learning. Pupils use digital tools to record, organise and communicate understanding linked to natural disasters and geological processes.

**Year 3**

- use digital tools to record ideas and learning
- create simple presentations and visual outcomes
- communicate ideas using technology
- use technology safely and appropriately

**Year 4 Extension**

- select appropriate digital tools independently
- organise and present information clearly for an audience
- evaluate and improve digital outcomes
- communicate information confidently through a range of media

**Disciplinary Knowledge**

Pupils work as digital creators by:

- finding information
- organising ideas
- creating outcomes
- communicating information
- evaluating effectiveness

**Disciplinary Progression**

find → organise → create → communicate → evaluate

**Secure End Point**

Pupils independently use technology to create purposeful outcomes linked to learning.

**Subject: Art / Design Technology****Core Knowledge**

Pupils develop understanding of how ideas, structures and designs can represent natural environments and geological events. Pupils explore how artists and designers communicate ideas through models, textures, shape and construction.

**Year 3**

- explore ideas through drawing and practical design activities
- create models and visual responses linked to volcanoes and landscapes
- discuss creative choices and outcomes
- represent ideas using different materials and techniques
- investigate simple structures and stability
- create models using different materials
- identify strengths and weaknesses

**Year 4 Extension**

- select materials and techniques purposefully
- explain design and artistic choices using increasingly precise vocabulary
- evaluate and improve outcomes independently
- create increasingly detailed and purposeful outcomes
- test and improve structures using evidence
- explain design decisions
- refine outcomes independently

**Design Technology****Design**

- design an earthquake-resistant structure

**Make**

- construct and test the design

**Evaluate**

- adapt design based on results

**DT coverage**

- structures
- investigation and testing

**Disciplinary Knowledge**

Pupils work as artists and designers by:

- exploring



- planning
- creating
- refining
- evaluating

**Disciplinary Progression**

design → make → test → evaluate → improve

**Secure End Point**

Pupils independently create and explain models or visual outcomes linked to geological events with increasing confidence and purpose.

**Subject: Music**

**Core Knowledge**

Pupils develop understanding of how music can communicate ideas, movement and atmosphere through rhythm, sound and performance. Pupils explore how musical elements can represent earthquakes, volcanoes and natural events and how musicians use sound to communicate experiences and emotions.

**Year 3**

- explore pulse, rhythm and sound patterns linked to earthquakes and volcanoes
- participate in collaborative performance activities using voices, body percussion and instruments
- create simple soundscapes and musical responses linked to geological events
- discuss how music can communicate ideas and feelings

**Year 4 Extension**

- explain how rhythm, pitch, tempo and dynamics affect mood and meaning
- create and refine increasingly purposeful compositions inspired by geological events
- perform with increasing confidence, control and expression
- evaluate and justify musical choices using increasingly precise vocabulary

**Disciplinary Knowledge**

Pupils work as musicians by:

- listening and responding
- exploring sounds and musical elements
- creating and composing ideas
- performing collaboratively
- evaluating musical choices

**Disciplinary Progression**

listen → explore → create → perform → evaluate

**Secure End Point**

Pupils independently create and perform musical outcomes inspired by geological events whilst explaining how musical elements communicate movement, atmosphere and meaning.



Music element	Integration
Listening and appraising	identify sounds linked to natural events
Singing	rhythm and echo activities
Composition	create earthquake/volcano soundscapes
Performance	perform group compositions
Musical vocabulary	dynamics, pulse, texture

**English Progression and National Curriculum Links**

This curriculum follows a spiral progression model. Knowledge and skills are revisited and developed with increasing complexity. Pupils build upon prior learning through greater independence, increasingly ambitious vocabulary and increasingly sophisticated reading, writing and communication outcomes.

**Reading**

- retrieve information from fiction, non-fiction and scientific/geographical texts
- identify key ideas, themes and important information within texts and sources
- discuss vocabulary, themes and author choices
- make inferences using evidence from texts, images, maps and investigations
- compare ideas, environments and significant events across learning activities
- use evidence from reading to support understanding and discussion

**Writing**

- orally rehearse ideas before writing
- write descriptive phrases and sentences linked to volcanoes, earthquakes and geological events
- compose explanation texts, reports and information writing
- create captions, labels, diary entries and comparative responses linked to learning experiences
- write predictions, conclusions and responses linked to investigations and discussion
- create written outcomes using increasingly ambitious vocabulary

**Grammar and Punctuation**

- use expanded noun phrases to create detail and description
- extend ideas using conjunctions including *because, when, if, although, so* and *while*
- use fronted adverbials linked to time, place and cause
- organise ideas into paragraphs around themes and concepts
- use punctuation accurately within increasingly detailed writing
- apply ambitious scientific and geographical vocabulary to communicate ideas effectively

**Spoken Language / Oracy**

- participate in discussion and collaborative activities
- ask and answer questions using appropriate vocabulary
- explain ideas and responses using evidence
- participate in presentations, investigations and reflective discussion activities



- communicate understanding confidently through presentations and discussion

**Mixed-age Challenge (Year 4 depth)**

**Reading**

- identify themes and patterns across texts and information sources
- justify interpretations using evidence independently
- compare viewpoints and information across texts

**Writing**

- write increasingly detailed explanations and reports independently
- organise writing into coherent sections and paragraphs
- adapt writing for different audiences and purposes

**Grammar**

- use a wider range of conjunctions and sentence structures independently
- vary sentence openings and improve cohesion across writing
- apply increasingly ambitious scientific and geographical vocabulary accurately

**Future Learning (English)**

Pupils are preparing for future English and wider curriculum units where they will:

**Reading**

- retrieve, infer and interpret information from increasingly complex texts and sources
- compare themes, viewpoints and evidence across texts and curriculum areas

**Writing**

- write increasingly detailed explanations, reports and comparative outcomes
- justify conclusions and ideas using evidence independently

**Grammar and Punctuation**

- organise writing effectively for different audiences and purposes
- apply increasingly complex sentence structures accurately

**Spoken Language / Oracy**

- communicate ideas confidently through discussion, presentation and debate

**Curriculum Progression and National Curriculum Links**

**Geography**

**Year 3**

- identify and describe key features of volcanoes and earthquakes
- recognise that physical processes can change landscapes and environments



- identify similarities and differences between geographical events and places
- use maps, diagrams and images to develop understanding

#### Year 4 Extension

- explain how physical processes affect people and places
- interpret geographical information and evidence independently
- identify patterns and relationships between environments and natural events
- justify ideas using evidence and geographical vocabulary

#### National Curriculum Links

##### Pupils:

- describe and understand key aspects of physical geography including volcanoes and earthquakes
- use maps, atlases, globes and digital mapping to locate countries and describe features studied
- use geographical vocabulary to describe physical processes and environments
- ask and answer geographical questions using evidence and observations

#### Science

##### Year 3

- ask relevant questions and recognise that they can be answered in different ways
- make careful observations and gather information
- identify and describe patterns and relationships
- use simple scientific vocabulary accurately

##### Year 4 Extension

- explain relationships between cause and effect
- interpret evidence and identify patterns independently
- draw conclusions using observations and investigations
- communicate understanding using increasingly precise scientific vocabulary

#### National Curriculum Links

##### Pupils:

- ask relevant questions and use different types of scientific enquiries to answer them
- make systematic observations and gather information
- record findings using drawings, labelled diagrams and written explanations
- report on findings using scientific language and evidence

#### English

##### Year 3

- retrieve information from stories and texts
- identify key vocabulary and ideas
- discuss events and responses
- communicate understanding through discussion and writing



**Year 4 Extension**

- explain how vocabulary creates meaning and atmosphere
- justify interpretations using evidence independently
- communicate increasingly sophisticated responses through discussion and writing
- organise ideas with increasing independence

**National Curriculum Links**

Pupils:

- develop positive attitudes to reading and understanding increasingly challenging texts
- discuss words and phrases that capture meaning
- draw inferences and justify responses using evidence
- organise ideas into paragraphs around a theme
- use increasingly varied vocabulary and sentence structures

**Application Subject Progression and National Curriculum Links**

**Maths**

**Year 3**

- measure and compare information linked to investigations and observations
- collect, record and organise simple data
- identify patterns and relationships within information
- use mathematical vocabulary during activities and discussions

**Year 4 Extension**

- interpret and compare data independently
- identify patterns and relationships within increasingly complex information
- justify reasoning using mathematical evidence
- communicate findings clearly using mathematical language

**National Curriculum Links**

Pupils:

- interpret and present data using charts and tables
- compare and order measurements
- solve problems involving measures and data
- reason mathematically and explain thinking using evidence

**ICT**

**Year 3**

- use digital tools to record ideas and learning
- create simple presentations and visual outcomes
- communicate ideas using technology
- use technology safely and appropriately

**Year 4 Extension**



- select appropriate digital tools independently
- organise and present information clearly for an audience
- evaluate and improve digital outcomes
- communicate information confidently through a range of media

**National Curriculum Links**

**Pupils:**

- use technology purposefully to create, organise, store and present information
- select and use software effectively
- communicate ideas digitally
- use technology safely, responsibly and respectfully

**Art / Design Technology**

**Year 3**

- explore ideas through drawing and practical design activities
- create models and visual responses linked to volcanoes, landscapes and geological events
- discuss creative choices and outcomes
- represent ideas using different materials and techniques

**Year 4 Extension**

- select materials and techniques purposefully
- explain design and artistic choices using increasingly precise vocabulary
- evaluate and improve outcomes independently
- create increasingly detailed and purposeful outcomes

**National Curriculum Links**

**Pupils:**

- create sketchbooks to record ideas and observations
- develop and improve mastery of artistic and design techniques
- use drawing, sculpture and other creative techniques purposefully
- evaluate and analyse creative work using appropriate vocabulary

**Music**

**Year 3**

- explore pulse, rhythm and sound patterns linked to earthquakes, volcanoes and natural events
- participate in collaborative performance activities using voices, body percussion and instruments
- create simple soundscapes and musical responses linked to geological events
- discuss how music communicates ideas, movement and feelings

**Year 4 Extension**

- explain how rhythm, pitch, tempo and dynamics affect mood and meaning
- create and refine increasingly purposeful compositions inspired by geological events
- perform with increasing confidence, control and expression
- evaluate and justify musical choices using increasingly precise vocabulary



**National Curriculum Links**

**Pupils:**

- play and perform in solo and ensemble contexts using voices and instruments
- improvise and compose music for different purposes
- listen with attention to detail and recall sounds with increasing accuracy
- use and understand musical vocabulary including pulse, rhythm, pitch, tempo and dynamics
- appreciate and respond to a range of musical experiences and traditions

**Cross-curricular links**

Subject	Application
English	explanation writing, report writing, diary entries, inference and evidence-based discussion
Geography	exploration of volcanoes, earthquakes, physical processes and the impact of natural events on people and environments
Science	investigation, observation, prediction, identifying patterns and understanding cause and effect
Maths	measurement, comparison, data handling, pattern recognition and interpreting information from investigations
ICT	recording learning, research, digital presentations and communicating information
Art / Design Technology	creating volcano models, landscapes, diagrams, structures and visual responses linked to geological events
Personal Development and Learning	developing resilience, teamwork, empathy and understanding how natural events affect communities and individuals
Reading Spine	disciplinary reading, vocabulary development, fluency, prosody and interpretation opportunities

**Substantive Knowledge Sequence**

Week	Substantive Knowledge
Week 1	The Earth changes over time and natural events can affect people and environments; volcanoes and earthquakes are powerful natural processes; geological events can have significant impacts on communities
Week 2	The Earth is made up of different layers including the crust, mantle, outer core and inner core; the Earth's structure influences geological activity
Week 3	Volcanoes have different features including magma chambers, vents, craters and lava flows; volcanoes form because of movement beneath the Earth's surface
Week 4	Earthquakes occur when tectonic plates move; earthquakes can vary in strength and effects; seismic activity can change landscapes and environments
Week 5	Volcanoes and earthquakes affect people, places and environments differently; people respond to natural disasters in different ways and communities can adapt and prepare
Week 6	Scientists and geographers use evidence, observation and investigation to understand Earth processes; understanding natural events helps us explain how the world changes and supports future preparedness

**National Curriculum Coverage Audit**

Subject	National Curriculum Coverage within this Unit
Geography	describe and understand key aspects of physical geography including volcanoes and earthquakes; use geographical vocabulary to describe physical processes and environments;



	use maps, atlases, globes and digital mapping to locate and interpret information; ask and answer geographical questions using evidence
Science	ask relevant questions and use different types of scientific enquiry; make systematic observations and gather information; identify patterns and relationships; record findings using diagrams, reports and explanations; communicate conclusions using scientific vocabulary and evidence
English	develop positive attitudes to reading and understanding increasingly challenging texts; discuss vocabulary and meaning; identify themes and key information; draw inferences and justify responses using evidence; organise ideas into paragraphs and communicate using increasingly varied vocabulary and sentence structures
Maths	measure, compare and interpret information; collect, present and analyse data; identify patterns and relationships; reason mathematically and explain thinking
ICT	use technology purposefully to create, organise, store and present information; select and use software effectively; communicate information digitally; use technology safely and responsibly
Art / Design Technology	create sketchbooks and record observations; improve mastery of artistic and design techniques; use shape, texture, form and structure purposefully; evaluate and discuss creative work
Personal Development and Learning	develop resilience, teamwork and emotional understanding; build confidence and communication skills; reflect on experiences and learning; understand how events can affect individuals and communities

<p><b>Anchor Texts:</b></p> <ul style="list-style-type: none"> <li>• Escape from Pompeii</li> <li>• Earth Shattering Events</li> </ul> <p><b>Supporting texts/recommended reads:</b></p> <ul style="list-style-type: none"> <li>• Into the Volcano</li> <li>• Volcanoes and Earthquakes</li> <li>• Violent Volcanoes</li> </ul>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• cause and effect</li> <li>• prediction and inference</li> <li>• interpretation of scientific and geographical information</li> <li>• comparison of environments, events and impacts</li> <li>• discussion and explanation</li> <li>• descriptive and ambitious vocabulary</li> </ul>
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<p><b>Disciplinary Reading Opportunities</b></p> <ul style="list-style-type: none"> <li>• retrieval from fiction, non-fiction and scientific/geographical texts</li> <li>• interpretation of maps, diagrams, images and scientific information</li> <li>• inference using evidence and clues from texts, illustrations and investigations</li> <li>• vocabulary exploration linked to volcanoes, earthquakes and geological processes</li> <li>• identifying patterns and relationships within observations, maps and investigations</li> <li>• comparison of geological events, environments and their impact on people and places</li> <li>• questioning and evaluating scientific and geographical evidence</li> <li>• discussion, explanation and justification using evidence</li> </ul>
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**Genre Coverage**

Genre	Coverage
Narrative	diary writing linked to natural disasters and historical events; first-person accounts inspired by <i>Escape from Pompeii</i> ; storytelling linked to survival and experiences during geological events
Explanation	explanation of how volcanoes and earthquakes occur; explanation of Earth structure and geological processes
Information	fact files; reports; labelled diagrams; non-fiction information texts linked to volcanoes, earthquakes and geological events



<b>Persuasion</b>	disaster preparation posters; persuasive writing encouraging communities to prepare for natural events; awareness campaigns linked to safety and preparedness
<b>Comparison</b>	comparison of volcanoes and earthquakes; comparison of environments, geological events and their impact on people and communities
<b>Spoken presentation</b>	investigation presentations; disaster reports; collaborative presentations; evidence-based discussion and explanation

**Reading Progression Audit**

Area	Progression within this unit
<b>Vocabulary</b>	everyday language linked to Earth and natural events → scientific and geographical vocabulary → precise use of disciplinary vocabulary within discussion and writing
<b>Retrieval</b>	recall information from stories and prior learning → retrieve relevant information from texts, maps and investigations → select evidence independently
<b>Inference</b>	identify clues from texts, images and diagrams → interpret meaning using evidence → justify ideas and conclusions using discussion and evidence
<b>Scientific and Geographical Reading</b>	identify key information within texts and sources → interpret maps, diagrams and evidence → explain how information supports understanding of geological events
<b>Comparison</b>	identify similarities and differences → compare environments, geological events and their impact → explain patterns, relationships and connections
<b>Discussion and Oracy</b>	answer questions → explain ideas → justify understanding using evidence and increasingly ambitious vocabulary
<b>Reading Behaviours</b>	supported reading and discussion → increasing independence in interpreting information → confident application of reading skills across the curriculum

**Reading Spine Links**

**Reading Spine Unit:** *Tremors (LKS2 Cycle 1)*

**Reading focus areas:**

- cause and effect
- prediction and inference
- interpretation of scientific and geographical information
- comparison of environments, events and impacts
- discussion and explanation
- descriptive and ambitious vocabulary

**Fluency approaches:**

- echo reading for scientific and geographical vocabulary
- paired reading
- oral storytelling linked to natural disasters and historical events
- performance reading
- discussion circles
- reader’s theatre linked to *Escape from Pompeii*
- guided group reading aloud
- partner explanation and discussion
- questioning and investigation discussion

**Retrieval focus:**

- recalling key scientific and geographical vocabulary and concepts



- retrieving information from fiction, non-fiction and disciplinary texts
- identifying evidence from maps, diagrams, texts and investigations
- using evidence to explain ideas and conclusions
- comparing geological events, environments and impacts

**Reading Spine Impact**

The Reading Spine is intentionally designed to ensure pupils experience:

- fiction, non-fiction and scientific/geographical texts
- increasingly ambitious scientific and geographical vocabulary
- opportunities for retrieval, inference and interpretation
- repeated reading opportunities to strengthen fluency, prosody and confidence
- discussion and evidence-based reasoning opportunities to strengthen comprehension and communication
- texts which promote curiosity, critical thinking and understanding of the wider world
- opportunities to develop confidence, belonging and positive reading identities within the Storybrook context
- opportunities to explore cause and effect, patterns and real-world events through carefully selected texts

**Vocabulary Development**

Key vocabulary is revisited through oral rehearsal, discussion, retrieval practice and repeated shared reading experiences.

**Tiered Vocabulary:**

**Tier 1:**

Earth, rock, volcano, earthquake, mountain, lava, ground, heat, shake, disaster

**Tier 2:**

compare, predict, observe, evidence, impact, environment, investigate, process, pattern, explain

**Tier 3:**

tectonic plates, magma, crust, mantle, core, seismic, epicentre, tremor, geological, eruption

**Oracy & Fluency**

- echo reading for scientific and geographical vocabulary
- paired reading
- oral storytelling linked to natural disasters and significant geological events
- performance reading
- discussion circles
- reader’s theatre linked to *Escape from Pompeii*
- guided group reading aloud
- partner explanation and discussion
- questioning and investigation activities
- collaborative discussion of evidence, causes and effects
- prediction and reasoning activities
- explanation and justification using evidence

**SEMH Reading Approach**

Texts are selected to provide emotional safety, meaningful contexts and engaging real-world themes that support curiosity, confidence and sustained engagement. Learning is carefully scaffolded through visual supports, explicit vocabulary teaching, repeated reading opportunities and practical experiences to reduce cognitive load and support access to ambitious learning. Reading experiences are designed to build understanding, encourage discussion and develop confidence without reducing curriculum expectations.

Reading experiences are designed to:

- build curiosity through dramatic events, real-world phenomena and meaningful discussion
- provide opportunities for repeated reading and oral rehearsal to strengthen fluency and confidence
- use images, maps, diagrams, artefacts and visual prompts to support understanding



	<ul style="list-style-type: none"> <li>• encourage discussion and prediction before recording ideas</li> <li>• strengthen comprehension through retrieval, inference and interpretation activities</li> <li>• provide structured opportunities for success and positive participation</li> <li>• develop confidence in communicating ideas without reducing curriculum expectations</li> <li>• promote belonging, confidence and positive reading identities through engaging and ambitious texts</li> <li>• support pupils to explore ideas, ask questions and communicate understanding safely and confidently</li> </ul>
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<p><b>Visits and Visitors:</b></p> <ul style="list-style-type: none"> <li>• visit to a science museum, geology centre or natural history museum</li> <li>• virtual tours of volcanoes, earthquake zones and significant geological locations around the world</li> <li>• visitor such as a geologist, scientist, environmental expert or STEM ambassador to discuss Earth processes and natural events</li> <li>• opportunities to explore rocks, maps, models and geological artefacts linked to volcanoes and earthquakes</li> <li>• practical workshops linked to Earth structure, investigations and natural processes</li> <li>• outdoor learning opportunities exploring landscapes, physical features and environmental change</li> <li>• creative experiences such as volcano model construction, earthquake-resistant structures or collaborative displays</li> <li>• opportunities to use digital tools, videos and interactive simulations to support understanding</li> <li>• Tremors Showcase event involving families, staff or members of the school community</li> </ul> <p><b>Visits and visitors are used to:</b></p> <ul style="list-style-type: none"> <li>• strengthen scientific and geographical vocabulary and understanding</li> <li>• develop curiosity, questioning and investigation skills</li> <li>• provide meaningful real-world connections to learning</li> <li>• encourage interpretation, prediction and evidence-based thinking</li> <li>• build confidence through communication and collaborative experiences</li> <li>• support engagement, belonging and positive learning experiences within the Storybrook context</li> </ul>	
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<p><b>Home Learning:</b></p> <ul style="list-style-type: none"> <li>• family discussion prompt linked to volcanoes, earthquakes, natural disasters or changes within the world</li> <li>• simple creative activity to reinforce retrieval (<i>e.g. create a volcano model, draw and label Earth layers, design a safety poster or produce a geological fact file</i>)</li> <li>• optional object, photograph, drawing or spoken contribution to bring back and share with the class</li> <li>• short reading, storytelling or discussion activity linked to anchor or supporting texts</li> <li>• observation and comparison activity (<i>e.g. compare landscapes, natural environments or how communities respond to natural events</i>)</li> </ul>	<p><b>Home Reading Opportunities</b></p> <p>Families are encouraged to revisit key texts together, practise repeated reading and discuss themes, vocabulary and ideas linked to volcanoes, earthquakes and changes within the natural world. Opportunities for discussion should support curiosity, questioning and understanding of how geological events can shape environments and affect people and communities.</p>
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- vocabulary retrieval activities using key scientific and geographical vocabulary
- research task linked to an enquiry question (e.g. *How do volcanoes form?*, *Why do earthquakes happen?*, *How do natural disasters affect people and places?* or *How can communities prepare for natural events?*)

**Assessment opportunities:**

Assessment information is used to identify barriers, inform adaptive teaching and ensure pupils receive timely support and challenge.

Week	Assessment focus	Evidence
Week 1	prior knowledge of volcanoes, earthquakes, Earth structure and key vocabulary; misconceptions and understanding	discussion, questioning, retrieval activities, vocabulary use and observation
Week 2	understanding of the structure of the Earth and key scientific/geographical vocabulary	discussion, diagrams, labelling activities, written responses and vocabulary use
Week 3	understanding of volcanoes, their features and how they form	practical investigations, questioning, annotated diagrams and observations
Week 4	understanding of earthquakes and tectonic movement; identifying patterns and relationships	discussion, investigations, comparison activities and written responses
Week 5	application of understanding through interpretation of evidence and understanding impact on people and environments	map work, collaborative activities, discussion and written responses
Week 6	application of sticky knowledge across the unit; communication and presentation of learning	final outcomes, presentations, retrieval tasks, pupil discussion, reflection and application of scientific and geographical understanding. Pupils synthesise learning from across the unit by applying substantive knowledge, disciplinary understanding and ambitious vocabulary independently

**Assessment Checkpoints**

Teachers monitor whether pupils can:

**Knowledge**

- identify causes and effects of earthquakes and volcanoes
- recall vocabulary linked to tectonic processes and environments
- explain key geographical concepts

**Disciplinary Thinking**

- interpret maps and geographical information
- identify patterns and relationships
- explain causes and effects using evidence

**Application**

- communicate understanding through spoken, practical and written outcomes



- justify ideas using geographical vocabulary
- apply learning independently within the final outcome

**Leaders Monitor Impact Through:**

- pupil voice discussions
- work scrutiny
- retrieval quizzes
- vocabulary use in discussion and writing
- lesson visits
- assessment information
- final outcomes and presentations
- reading fluency checks
- pupil discussion linked to anchor texts
- Reading Spine progression reviews
- monitoring use of ambitious scientific and geographical vocabulary in reading and writing
- monitoring interpretation and use of evidence within discussion and written outcomes
- monitoring application of scientific enquiry, geographical interpretation and investigation skills across learning outcomes
- monitoring pupils' ability to justify conclusions and communicate understanding using evidence
- monitoring pupils' ability to explain geographical and scientific relationships using evidence

**Links to Whole-School Policies**

**This unit should be delivered in line with:**

- Curriculum Policy
- Teaching and Learning Policy
- Reading Policy / Reading Spine
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Equality and Accessibility Policy
- PSHE Policy
- Safeguarding Policy
- Handwriting and Recording Development Policy



### Appendix 1: Year 3-4 Spelling Progression Map

Term	Focus	Example patterns	Linked units
Autumn 1	Prefixes	dis-, mis-, in-, il-, im-, ir-, re-	Stone Age
Autumn 2	Suffixes	-ation, -ly	Rock Detectives
Autumn 2	Statutory words	accident, actual, address, answer	Winter Wishes
Spring 1	Possessive apostrophes	plural possession	Ancient Egypt
Spring 1	Prefixes and root words	sub-, inter-, anti-, super-	Light and Shadows
Spring 2	Homophones	scene/seen, weather/whether	Easter Journeys
Summer 1	Suffix rules	-ous	Tremors
Summer 2	Statutory word review	favourite, grammar, guide, interest, knowledge	Passport to Europe

### Appendix 2: Year 3-4 Grammar Progression Map

Unit	Main grammar focus
Stone Age	expanded noun phrases; chronological language
Rock Detectives	conjunctions; explanation language
Winter Wishes	descriptive language; figurative language
Ancient Egypt	fronted adverbials; paragraph organisation
Light and Shadows	subordinate clauses; scientific explanation
Easter Journeys	comparative language; reflection
Tremors	explanation and reasoning language
Healthy Me	persuasive and evaluative language
Passport to Europe	paragraph cohesion; comparative language

### Appendix 3: Appendix: English Coverage and Progression Overview

Area	Coverage	Where evidenced
Year 3-4 statutory spelling words	✓	Spelling Appendix + unit retrieval
Prefixes/suffixes	✓	Unit spelling sections
Homophones	✓	Spelling Appendix
Word families/morphology	✓	Unit spelling progression
Expanded noun phrases	✓	Grammar Appendix + unit application
Fronted adverbials	✓	Unit grammar sections
Direct speech	✓	Narrative units
Present perfect tense	✓	Unit progression
Paragraphs	✓	Writing outcomes
Editing/proofreading	✓	Writing process sections
Handwriting	✓	Handwriting curriculum



## Appendix 4: Storybrook Implementation Notes

### Adults say

#### Retrieval

- “What do you already remember?”
- “Can you tell me something from last lesson?”

#### Vocabulary

- “Can you use that word in a sentence?”
- “What does that word mean?”

#### Reasoning

- “What evidence supports your thinking?”
- “What makes you think that?”

#### Reflection

- “Has your thinking changed?”

### Adults do

- regulate and prepare for learning
- explicitly model new learning
- pre-teach vocabulary
- use visuals and scaffolds
- chunk instructions
- provide oral rehearsal opportunities
- revisit prior learning through retrieval
- gradually remove support to build independence

### Adults look for

#### Knowledge

- recall of sticky knowledge
- accurate vocabulary use
- application of prior learning

#### SEMH

- engagement
- regulation
- confidence
- participation

#### Independence

- reduced adult support
- ownership of learning
- increasing resilience