



W H A T M A K E S O U R
E A R T H A N G R Y ?

S P R I N G 1





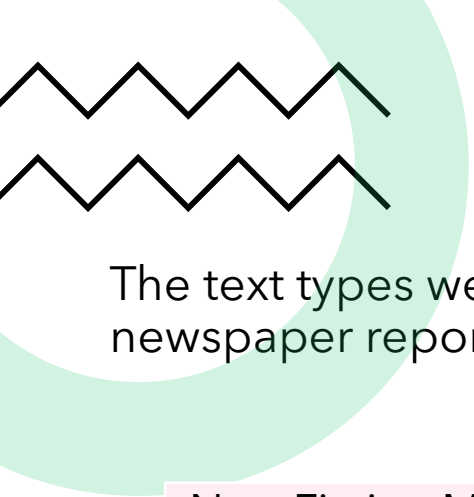
READING

We will continue to cover the discrete reading skills

- Vocabulary and infer
- Predict and explain
- Retrieve and summarise

- Class read: The Last Bear by Hannah Gold





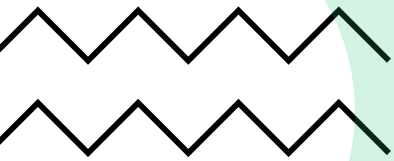
WRITING

The text types we are learning about this half term is a newspaper report.

Non-Fiction Map - A non-fiction journey map will be created as the children move through the unit. Individual jigsaw pieces can be plotted on the non-fiction map as pieces are added, use the positive/negative axis to discuss this part of the text and whether it has a positive or negative impact on the reader.

Independent Writing - Using the 'Independent Writing Teaching Sequence' included, teachers move through the steps to guide children from the highly modelled Sentence Stack to writing independently. When writing non-fiction, the pupil's independent task should be to craft their own text which mirrors the highs and lows mapped. This gives pupils real freedom to develop their content around a theme independently.





MATHS

We will be learning about Multiplications, Divisions, Length and Perimeter.

Step 1 Factor pairs

Step 2 Use factor pairs

Step 3 Multiply by 10

Step 4 Multiply by 100

Step 5 Divide by 10

Step 6 Divide by 100

Step 7 Related facts - multiplication and division

Step 8 Informal written methods for multiplication

Step 9 Multiply a 2-digit number by a 1-digit number

Step 10 Multiply a 3-digit number by a 1-digit number

Step 11 Divide a 2-digit number by a 1-digit number (1)

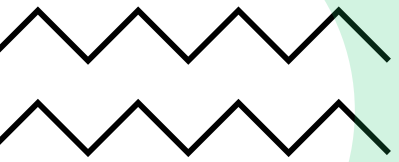
Step 12 Divide a 2-digit number by a 1-digit number (2)

Step 13 Divide a 3-digit number by a 1-digit number

Step 14 Correspondence problems

Step 15 Efficient multiplication





SCIENCE

We will be learning about circuits, and we will investigate how circuits are used in our daily lives. Our sequence of learning will be:

- I can explain what electricity is and identify common sources of electricity in everyday life.
- I can identify and describe the function of basic components of a circuit, including batteries, wires, bulbs, and switches.
- I can construct a simple circuit using a battery, wires, and a bulb, demonstrating an understanding of how to create a complete circuit.
- I can differentiate between conductors and insulators and provide examples of materials that fall into each category.

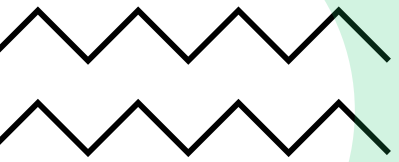
A circuit is a complete path that electricity flows around.

Circuits need a source of electricity, such as a battery.

Circuits have other components such as wires, a bulb, a motor or a buzzer.

Switches control the flow of electricity around a circuit.





GEOGRAPHY

We will be learning about understand some important processes and changes in the natural world around us including volcanoes.

- I can identify the key features of the Earth's structure.
- I understand how the movement of tectonic plates cause Earthquakes.
- I can understand the structure of a composite volcano and describe how it is formed.
- I can compare the formation of different types of volcanos.
- I can describe and contrast different volcanic eruptions.
- I can communicate the impact of a volcanic eruption.



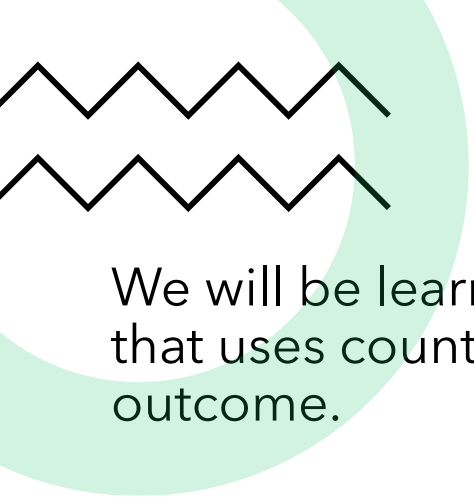
A volcano is an opening in the Earth's crust through which molten rock, ash, and gases can escape from below the surface.

Shield volcanoes

Stratovolcanoes

Cinder cone volcanoes

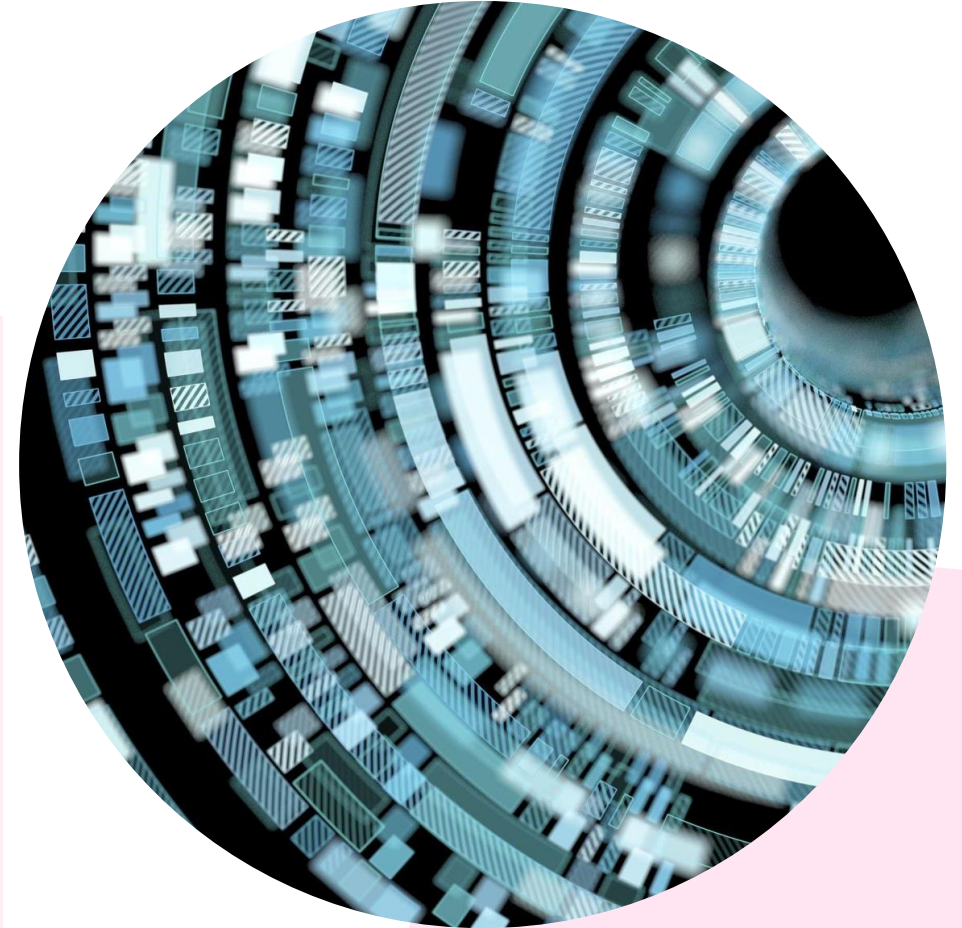


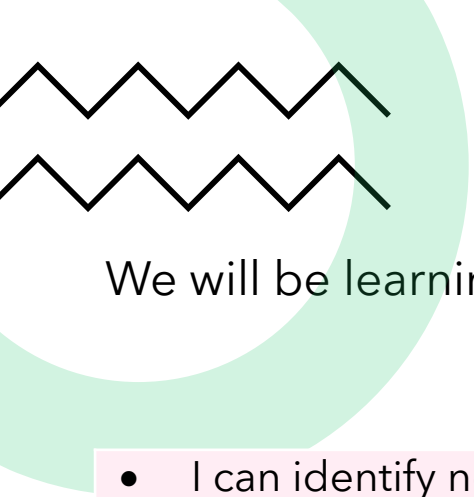


COMPUTING

We will be learning about How to create a program that uses count-controlled loops to produce a given outcome.

- Create a code snippet for a given purpose
- Explain the effect of changing a value of a command
- Program a computer by typing commands
- Test an algorithm in a text-based language
- Use a template to create a design for a program
- Write an algorithm to produce a given outcome
- Identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves
- Identify patterns in a sequence
- Use a count-controlled loop to produce a given outcome
- Choose which values to change in a loop.





PSHE

We will be learning about Safety First.

- I can identify new opportunities and responsibilities that increasing independence may bring.
- I can identify how to predict, assess and manage risk in different situations.
- I can identify how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice
- I can describe how I can stay safe in unfamiliar places.
- I know about dangerous substances and how they affect the human body.
- I know how to respond in emergency situations.



1. **dial 999 for emergency help.**
2. **The first line of my address and town is ...**
3. **My date of birth is...**
4. **Childline telephone is 0800 1111.**
5. **Two ways to keep safe online are to never share personal information and always tell a trusted adult when something scares me.**
6. **The difference between banter/joking and bullying is that the victim enjoys banter, bullying is upsetting and repeated.**



RE

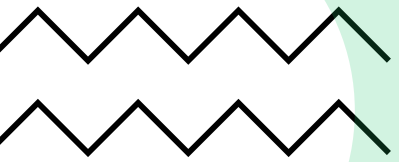
We will be learning about what it means to be a Hindu in Britain today.

- I can describe how Hindus show their faith
- I can identify ways Hindus show their faith.
- I can identify the terms dharma, Sanatan Dharma
- I can raise questions and suggest answers about what is good about being a Hindu in Britain today



1. **Hinduism is over 4,000 years old, making it one of the world's oldest religions.**
2. **It originated near the Indus River in India.**
3. **Central to Hinduism is the belief in a supreme God Brahman. Brahman is present everywhere and there is a part of Brahman in everyone.**
4. **Hindus worship in a temple called a Mandir.**





FRENCH

We will be learning about L'ancienne histoire de la Grande-Bretagne (Ancient Britain)

- In this unit pupils will learn how to:
- Learn the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite).
- Name in French, the six key periods of ancient Britain, introduced in chronological order.
- Be able to say in French three of the types of people who lived in ancient Britain.
- Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain.
- Name the three types of dwellings people lived in during the stone, bronze and iron ages.



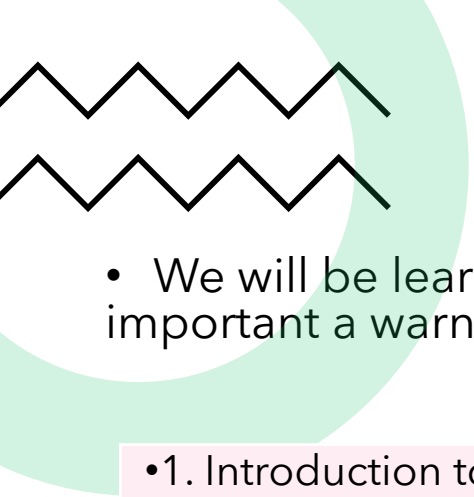


P E

We will be learning about Dance and Badminton.

- I can perform dances using a range of movement patterns.
 - I can create, practice and perform more complex dances.
 - I can link movement patterns together.
 - I can perform as various characters when moving to music.
 - I can work on my own, with a partner and in a group.
 - I can communicate feeling through Dance.
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- To watch, track, and catch a shuttle successfully.
 - To keep a rally going using a range of shots.
 - To perform a basic forehand action with increasing accuracy.
 - To hit a shuttlecock into space at different speeds and heights.
 - To perform a basic backhand shot with increasing control.
 - To compete with others.



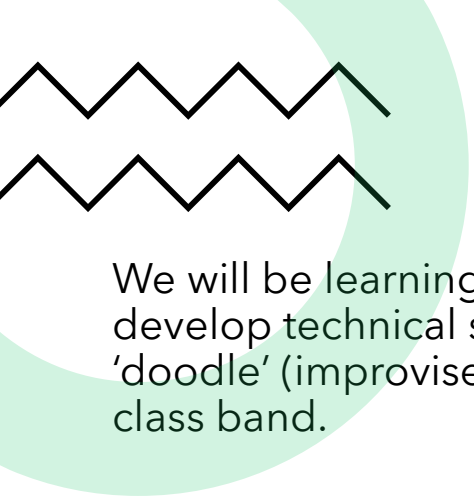


D T

- We will be learning about Natural disasters and how important a warning system could be.

- 1. Introduction to Natural Disasters - Understand what volcanoes and earthquakes are. Discuss the causes and effects of volcanoes and earthquakes. Show videos or animations of eruptions and seismic activity.
- 2. Importance of Warning Systems - Recognise the need for warning systems. Discuss past disasters and the impact of timely warnings. Present statistics on lives saved due to warning systems.
- 3. Components of Warning Systems - Identify the elements of visual and auditory warning systems. Explain visual signals (e.g., coloured lights, sirens). Discuss auditory signals (e.g., alarms, announcements).
- 4. Designing a Warning System - Group brainstorming sessions to create a conceptual design. Use diagrams to illustrate how the system would work.
- 5. Implementation Strategies - Understand how to implement the warning system. Role-play scenarios to practice responding to warnings.





MUSIC

We will be learning about learning to sing and play the song, develop technical skills on tuned percussion, learn about chords, 'doodle' (improvise) with their voices and experience playing in a class band.

- Musical focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.
- Musical learning:
 - 'Doodle' with voices over the chords in the song.
 - Sing swung rhythms lightly and accurately.
 - Learn a part on tuned percussion and play as part of a whole-class performance.
 - Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.
 - Listen and identify similarities and differences between acoustic guitar styles.





This half term will be reading
The Last Bear by Hannah Gold



We are planning an educational
visit for next half term.



Children will role play their
understanding of the effects and
impact that a volcanic eruption
or earthquake might have on
them.



We will bake volcano cupcakes
for our dojo treat.



We will listen to songs about
climate change while we work
independently and discuss these.



Our Udeskole sessions will focus
on how we can do our bit to
protect the planet and combat
climate change.



How will you create links to
Kernow in this topic's learning?



Our RE topic studying how Hindus
worship in Britain today will
address diversity, equality and
representation.



In science we will investigate
materials that are conductors of
electricity.



We will think about how natural
disasters are caused by climate
change.

