



H O W D O E S T H E
R I V E R G E T T O T H E
S E A ?

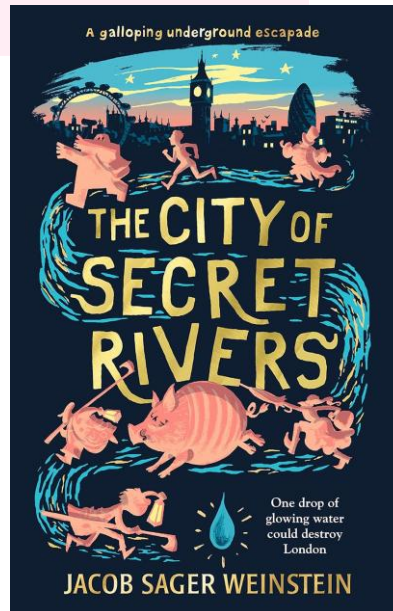
S U M M E R 2

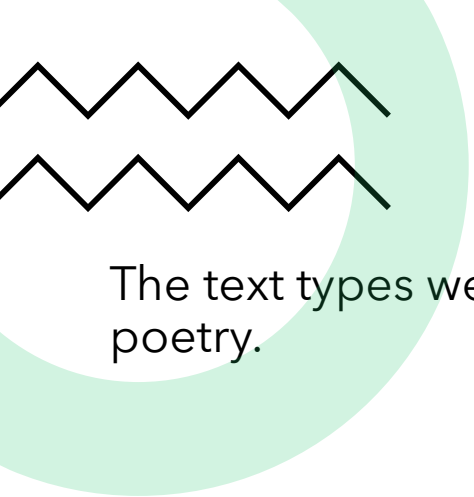


READING

We will continue to cover the discrete reading skills

- Vocabulary and infer
- Predict and explain
- Retrieve and summarise
- Class read: The City of Secret Rivers.





W R I T I N G

The text types we are learning about this half term is The River poetry.

- It is important to map the plot points and analyse the highs and lows of the narrative built across a unit, as this will generate the task for independent writing at the end. 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 narrative, the pupil's independent task should be to craft their own text which mirrors the highs and lows mapped. It is within the teacher's discretion to choose a big idea focus for pupils to build their own ideas e.g. story about a character who shows their bravery. This gives pupils real freedom to develop their plot points independently.





MATHS

We will be learning about Time, shape, statistics, position and directions.

Step 1 Years, months, weeks and days.

Step 2 Hours, minutes and seconds.

Step 3 Convert between analogue and digital times.

Step 4 Convert to the 24-hour clock.

Step 5 Convert from the 24-hour clock.

Step 1 Understand angles as turns

Step 2 Identify angles

Step 3 Compare and order angles

Step 4 Triangles

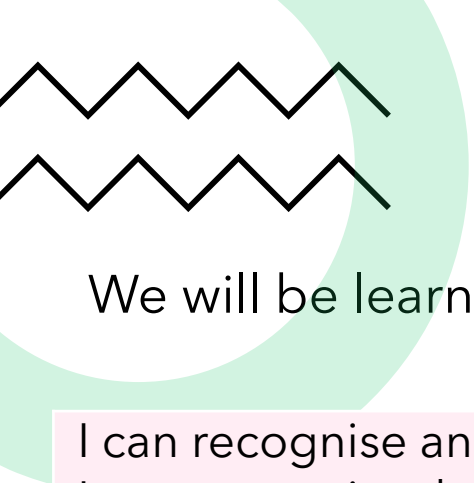
Step 5 Quadrilaterals

Step 6 Polygons

Step 7 Lines of symmetry

Step 8 Complete a symmetric figure





G E O G R A P H Y

We will be learning about *How does the river get to the sea?*

I can recognise and label the water cycle
I can recognise the features of a river
I can locate rivers on an OS map
I can use four-figure grid references
I can describe the human and physical features of UK cities, regions and counties
I can explain how the river gets to the sea

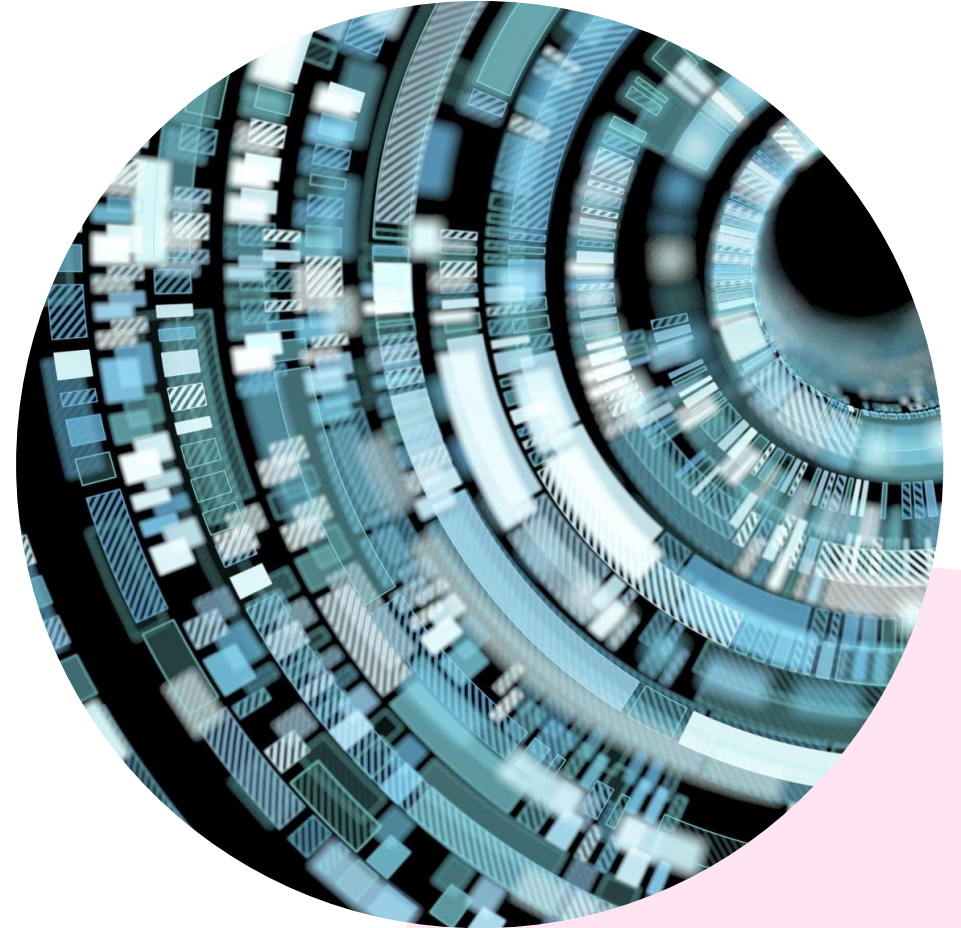
1. I can identify and label the main stages of the water cycle, including evaporation, condensation, precipitation, and collection.
2. I can recognise and describe key features of a river such as the source, mouth, meanders, tributaries, and floodplains.
3. I can describe the human and physical geography of UK cities, counties, and regions, including how rivers influence the landscape and settlements.
4. I can use four-figure grid references accurately to find locations and features on a map.



COMPUTING

We will be learning about Data and information - Data logging

- Choose a data set to answer a given question
- Identify data that can be gathered over time
- Suggest questions that can be answered using a given data set
- Explain what data can be collected using sensors
- Use data from a sensor to answer a given question
- Identify the intervals used to collect data
- Talk about the data that has been captured
- Sort data to find information
- Use a data logger to collect data
- Draw conclusions from the data that has been collected





RE

We will be learning about

Name several festivals/ celebrations that take place in Cornwall and the reasons behind them.

Make and explain links between beliefs and special events

Formulate and express ideas about the importance of community.

- I can identify festivals that are unique to Cornwall
- I can make links between beliefs and special events
- I can suggest why it is important to be part of a community

Topic outcome: Create a poster/leaflet explaining the significance of a local festival

1. I can suggest why being part of a community is important, such as for support, shared values, and celebrating together making links to school.
2. I can make links between beliefs and special events, understanding how religious or cultural beliefs shape celebrations.
3. I can identify festivals that are unique to Cornwall, such as Obby Oss Day in Padstow and Golowan Festival in Penzance.



FRENCH

We will be learning about how to ask for fruit in French.

In this unit, pupils will learn how to:

- Name, recognise and remember up to 10 fruits in French.
- Attempt to spell some of these nouns with their correct article/ determiner.
- Ask somebody in French if they like a particular fruit.
- Say what fruits we like and dislike in French.



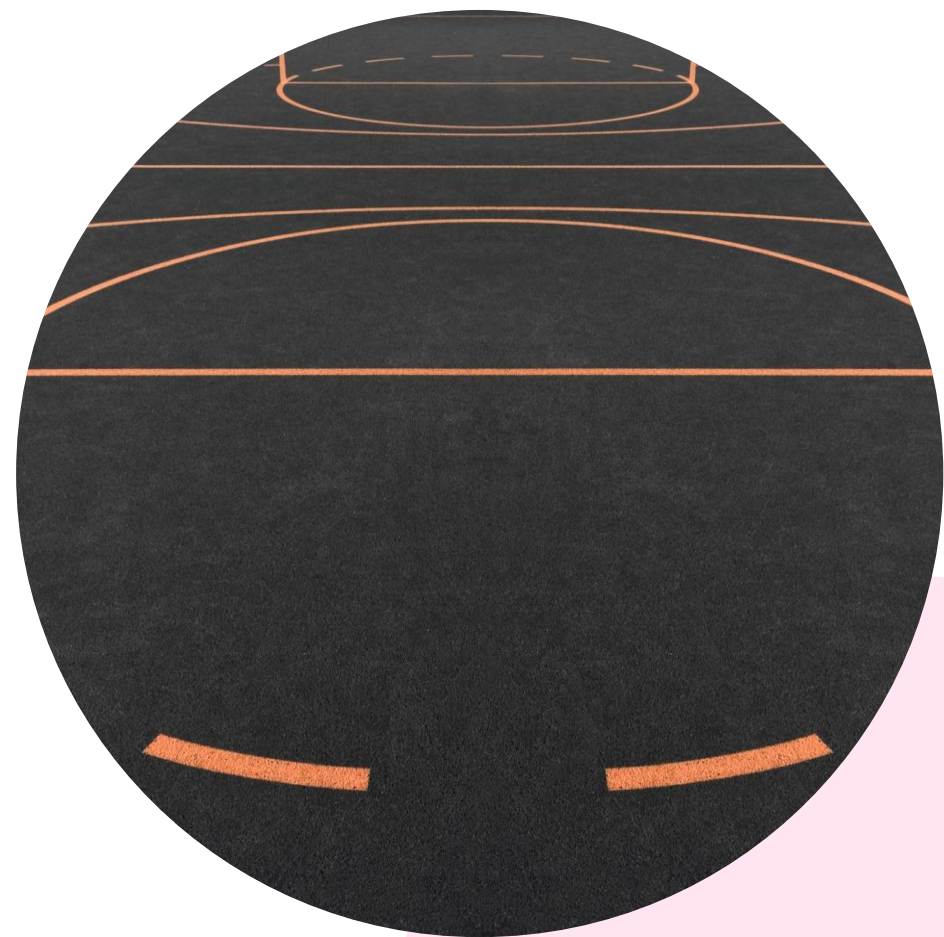


P E

We will be learning about Cricket and Athletics.

- Step 1: Run, jump and catch in combination.
- Step 2: Catch a ball with good control.
- Step 3: To understand the rules of cricket.
- Step 4: Hit a ball towards a target.
- Step 5: Use space when fielding to make it difficult for opponents.
- Step 6: Participate in modified competitive games, showing good teamwork

- Step 1: To throw an object using both a pushing and pulling technique
- Step 2: To combine different types of jumping
- Step 3: To run for distance
- Step 4: To run in races of varied distances
- Step 5: To take part in athletic events
- Step 6: To perform competitively with others





D T

We will be creating a

Children will be able to:

I can discuss products like that which I intend to make

I can plan which ingredients to use

I can design my pizza (and draw it from two different perspectives)

I can select the equipment I will need to use

I can make and cook my pizza

I can taste and evaluate my pizza (and suggest appropriate side dishes that could be served with it)





This half term will be reading
The City of Secret Rivers.



We are planning an educational
visit for this half term to
Wadebridge to walk down the
River Camel.



In Geography our Kea task to
assess pupil's learning by
Written or oral presentation
explaining the journey of a river
from source to sea.



We will explore designing,
making and evaluating a pizza,
suggesting appropriate
accompanying side dishes



We will listen to natural sounds
of birds, rain, and forest.



Our Udeskole sessions will focus on
river study walk.



Our local links sessions will focus
on rivers can how they've
effected our history throughout
time.



Our RE topic studying how other
religions choose to live their lives.



In science we will have to create
a short video explaining the
states of matter and present it to
your classmates.



We will think about why are
cities built near rivers?

