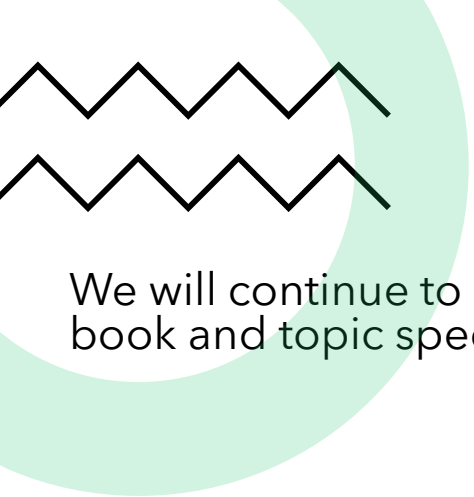




W H Y   A R E   O U R  
C O A S T S   C H A N G I N G ?

S U M M E R   2



# READING

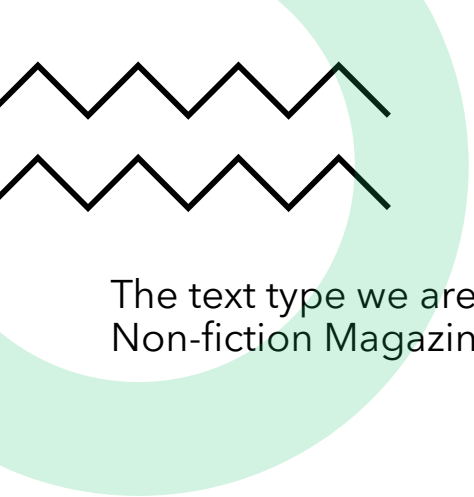
We will continue to cover the discrete reading skills through a class book and topic specific texts:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Summarise

Class read: The Boy Who Grew Dragons by Andy Shepherd







# W R I T I N G

The text type we are learning about this half term is 'Climate Action' a Non-fiction Magazine Article.

We will use sentence stacking lessons to learn to collect ideas, use tools to help us expand and improve our writing and learn the techniques for editing and improving our work.





# MATHS

We will begin new units focusing on time, shape and statistics.

## Time:

- Roman numerals to 12
- Tell the time to 5 minutes and the minute
- Read time on a digital clock
- Use a.m. and p.m.
- Years, months, days, hours, minutes and seconds
- Units of time
- Solve problems with time

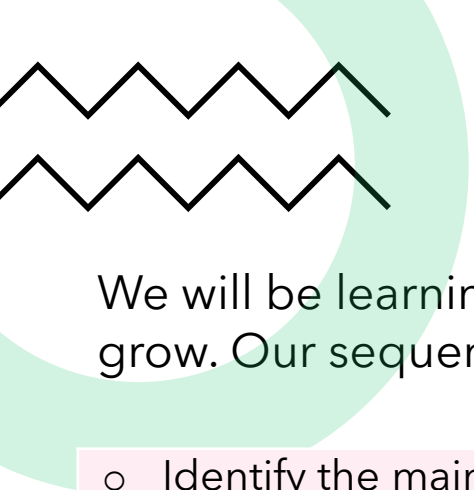
## Shape:

- Turns and angles
- Right angles and comparing angles
- Measure and draw accurately
- Horizontal and vertical
- Parallel and perpendicular
- Recognise and describe 2-D shapes
- Draw polygons

## Statistics:

- Interpret pictograms
- Draw pictograms
- Interpret bar charts
- Draw bar charts
- Collect and represent data
- Two-way tables

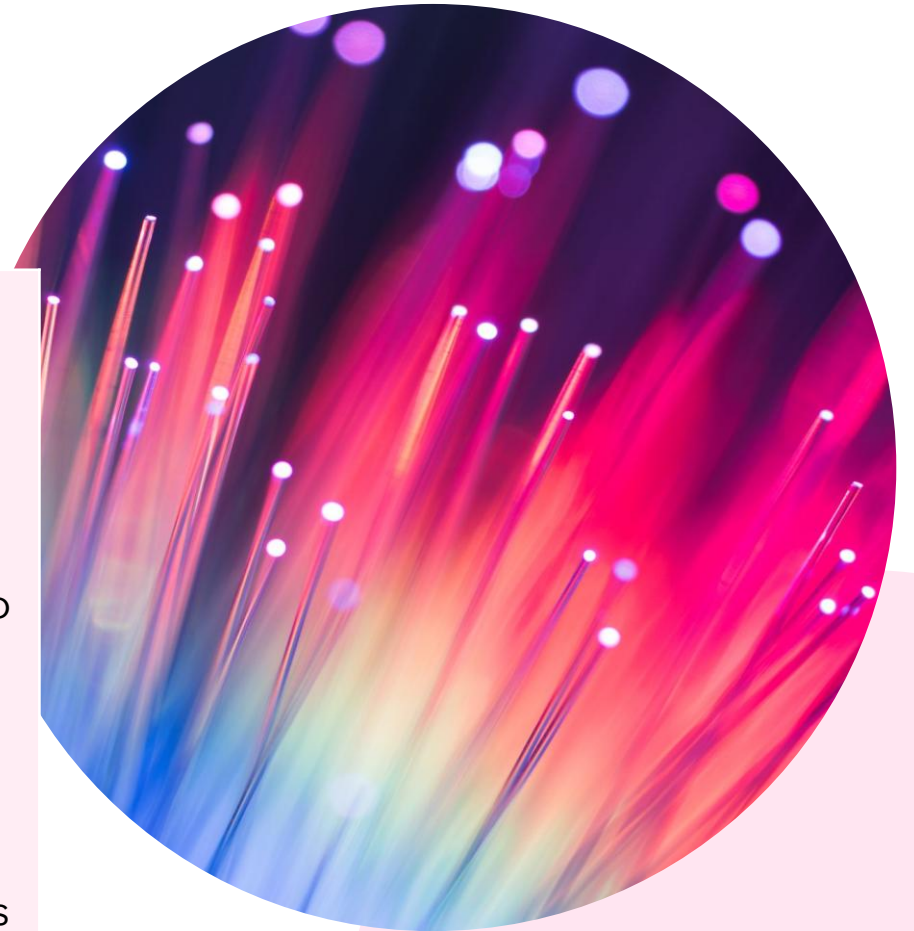




# SCIENCE

We will be learning what plants need to reproduce and grow. Our sequence of learning will be:

- Identify the main parts of a plant: roots, stem/trunk, leaves, and flowers
  - Describe the function of each part of the plant
  - Learn the stages in the life cycle of a flowering plant
  - Understand how flowers help with pollination, seed formation and seed dispersal
  - Know that plants need air, light, water, nutrients from soil, and room to grow
  - Explore how different plants have different needs for growth
  - Ask how water moves through a plant
  - Set up an experiment using celery or a white flower in coloured water
  - Observe how the colour moves through the plant
  - Record and explain how water travels from roots to leaves and flowers
- 
- Leaves make food for the plant using sunlight and carbon dioxide from the air.
  - A flower creates seeds so new plants can be grown.
  - Plants need air, light, water, nutrients from the soil and room to grow.



# G E O G R A P H Y

We will be learning why our coasts are changing. Our sequence of learning will be:

- Explain how bays and headlands are formed through erosion
- Explain how caves, arches, stacks and stumps are formed by coastal processes
- Explore what the coast means to people and how human activity changes the coastline
- Identify different counties and cities in the UK
- Identify physical features of a county using topographical knowledge



- Bays and headlands are formed when the sea erodes soft rock faster than hard rock.
- Caves, arches, stacks and stumps are made when waves erode cracks in cliffs over time.
- People change the coast by building things like walls, houses, and paths.



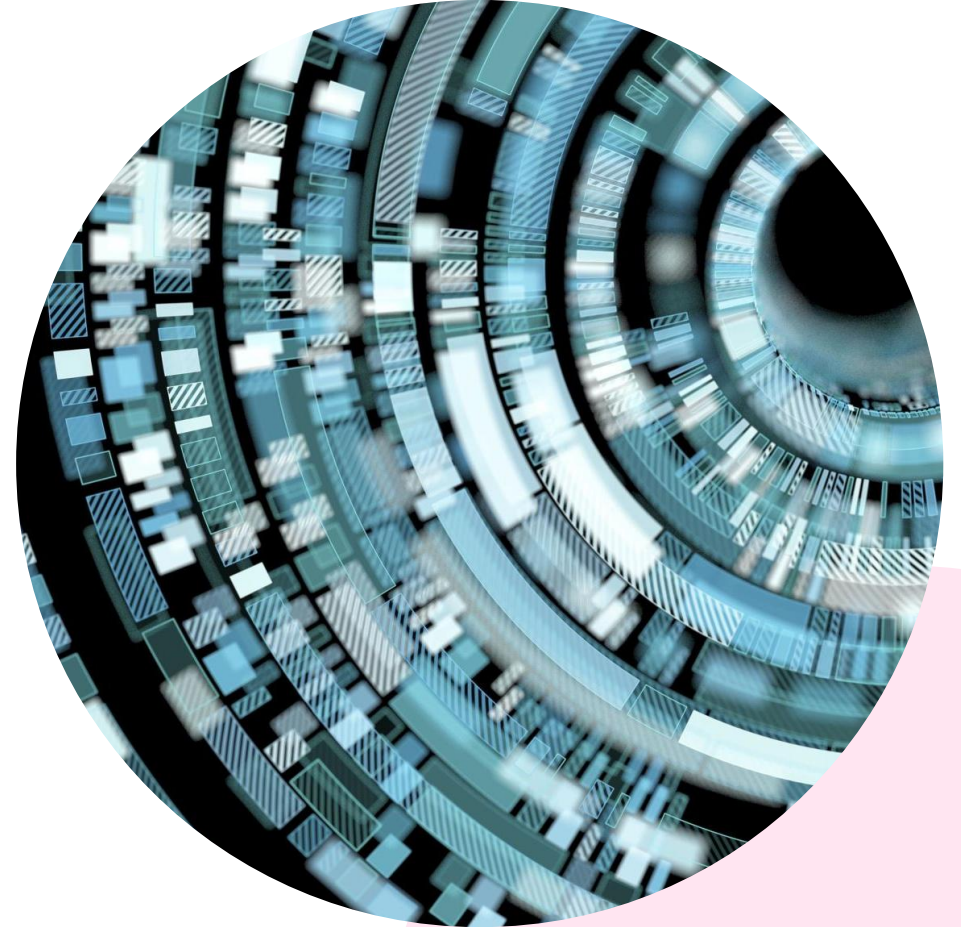


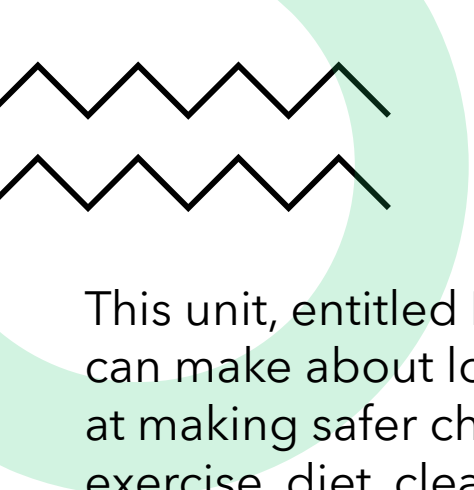


# COMPUTING

We will explore the links between events and actions. Our sequence of learning will be:

- Moving a sprite
- Maze movement
- Drawing lines
- Adding features
- Debugging movement
- Making a project





# PSHE

This unit, entitled It's My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances.

- I can choose what happens to my body and I can get help with any concerns
- I know how to keep my body healthy
- I know why it is important to get enough sleep
- I understand the importance of hygiene and what to do if I feel unwell
- I know how to take medicine safely and keep safe around drugs
- I know how to make better choices and choose healthy habits



- I dial 999 for emergency help.
- Childline telephone is 0800 1111.
- I will talk to \_\_\_\_\_ if I feel unsafe on the internet (at school and home).
- Considerate means responding positively to someone's facial expressions, body language and words.





# RE

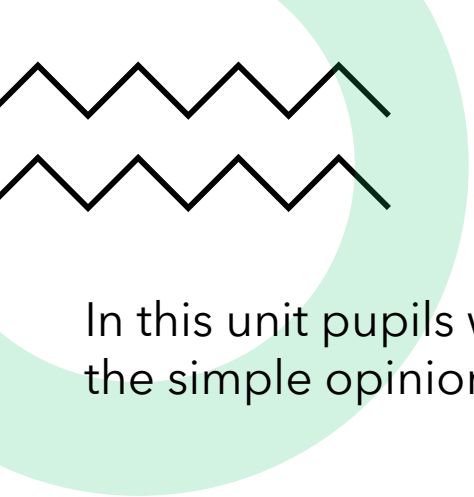
We will be learning about how and why people try to make the world a better place.

- Know that some people believe the world is not always good because of things like sin
- Understand that religious beliefs can inspire people to make the world better
- Make links between teachings and actions (e.g. helping others, caring for the planet)
- Learn about ways people try to help, like charities or acts of kindness
- Recognise that people show their beliefs in different ways
- Ask questions about why bad things happen in the world
- Compare ideas from religions, non-religious views, and your own thoughts
- Share your own ideas about how to make the world a better place and explain why



1. 'Love the lord your God with all your heart, soul, mind and strength' and 'love your neighbour as yourself' are the two great commandments of Jesus.
2. The 'Golden Rule' of religion is 'treat others as you would want to be treated.'





# FRENCH

In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'.

- To recognise, recall and spell five different fruits
- To recognise, recall and spell a further five different fruits
- To say the ten fruits introduced in the previous two lessons
- To formulate and express an opinion using the fruits they have learnt in this unit using the positive structure 'I like...'
- To formulate and express an opinion about the fruits that they have learnt so far in the unit using the negative structure 'I do not like...'
- Revise and consolidate all language covered in the unit





# P E

We will be learning about athletics and rounders.

## Athletics:

- Introduction into control, coordination and consistency.
- Coordination and movement
- Running
- Jumping
- Throwing
- Apply control, coordination and consistency skills to an activity.

## Rounders:

- Introduction to performing basic skills with control and accuracy.
- Fielding - ball skills
- Fielding - throwing and catching
- Batting - hitting the ball
- Simple games
- Applying basic skills with control and accuracy.





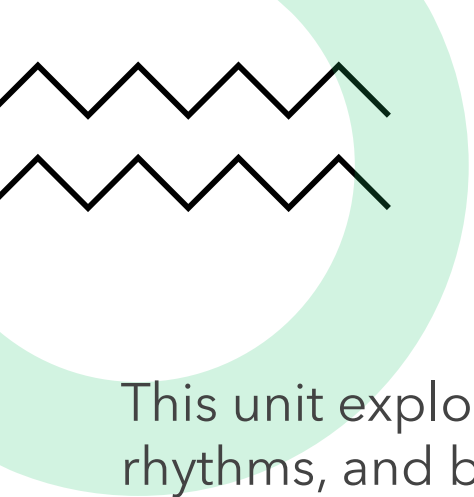


# A R T

We will make observational drawings and a watercolour paintings linking to our coastal topic.

- Appreciate and discuss the artwork of Ernst Haeckel
- Shade to create the illusion of 3D
- Make careful observations
- Study significant works of art, craft, design, or architecture and share personal opinions
- Explore similar works by Matisse
- Create art using materials found in the coastal environment





# MUSIC

This unit explores call-and-response through word rhythms, and body and vocal percussion.

- Introduction to Brazilian carnival, samba, and Sérgio Mendes.
- Exploring beat with *Magalenha*.
- Learning more about Afro-Brazilian music by exploring vocal percussion.





Climate Action by Georgina Stevens



Emidy class will use the field and Hunkins Hut to complete several Udeskole lessons over the half term.



We will consider how to make art from things found in the coastal environment.



Emidy class will identify how Cornish coasts have changed over time.



We will assess children's learning using KIRFs and quizzes.



This links to diversity by showing how people with different beliefs and values find their own ways to make the world a better place.



In science, we will investigate the way in which water and colour is transported in plants.



[Sergio Mendes - Fanfarra Cabua Le Le \(Official Visualizer\)](#)

