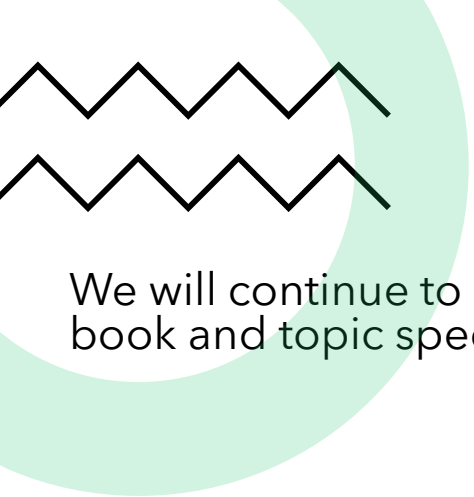




H O W H A V E H O L I D A Y S
I N C O R N W A L L
C H A N G E D O V E R
T I M E ?

S U M M E R 1





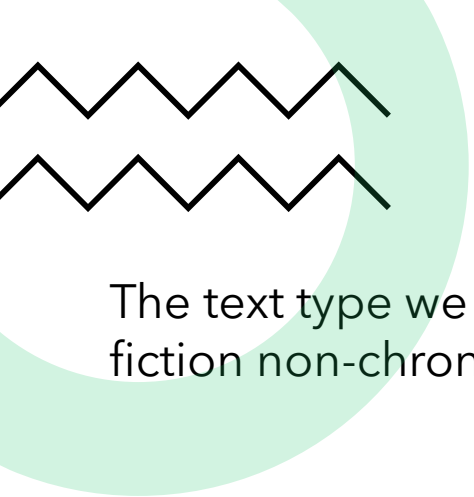
READING

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 Sheperd



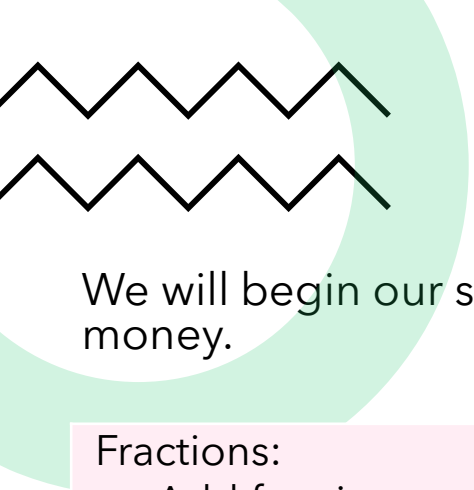


W R I T I N G

The text type we are learning about this half term is a non-fiction non-chronological report on skeletons and muscles.

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 our second unit on fractions and a new unit on money.

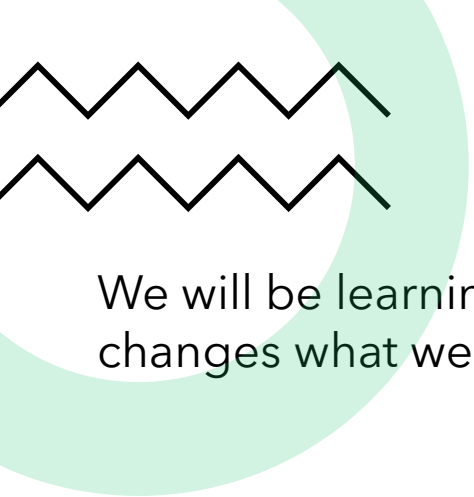
Fractions:

- Add fractions
- Subtract fractions
- Partition the whole
- Unit fraction of a set of objects
- Non-unit fractions of a set of objects
- Reasoning with fractions of an amount

Money:

- Pounds and pence
- Convert pounds and pence
- Add money
- Subtract money
- Find change





SCIENCE

We will be learning how light allows us to see and how it changes what we see. Our sequence of learning will be:

- I know I need light to see and that darkness means there is no light.
- I know sunlight can be dangerous and I can explain how to protect my eyes.
- I understand that light reflects off surfaces.
- I can explain that shadows are made when light is blocked by something opaque.
- I can find patterns in how the size of shadows changes.



1. Light is needed to see.
2. Dark is the absence of light.
3. Shadows are formed when light from the light source is blocked by a solid object



HISTORY

We will be learning about how holidays in Cornwall have changed over time. Our sequence of learning will be:

- To know that Queen Victoria was the queen during the Victorian era.
- To know that the Victorian era began in 1837.
- To know that Victorians went on seaside holidays.
- To recognise features of a Victorian seaside holiday.
- To recognise features of a 1950s seaside holiday.
- To know that Cornwall is a popular holiday destination today.
- To understand how holidays have changed since the Victorian era.



1. The Victorian period covers the years that Queen Victoria was on the throne.
2. Queen Victoria's reign began in 1837 and ended with her death in 1901.
3. The Victorians went on seaside holidays.

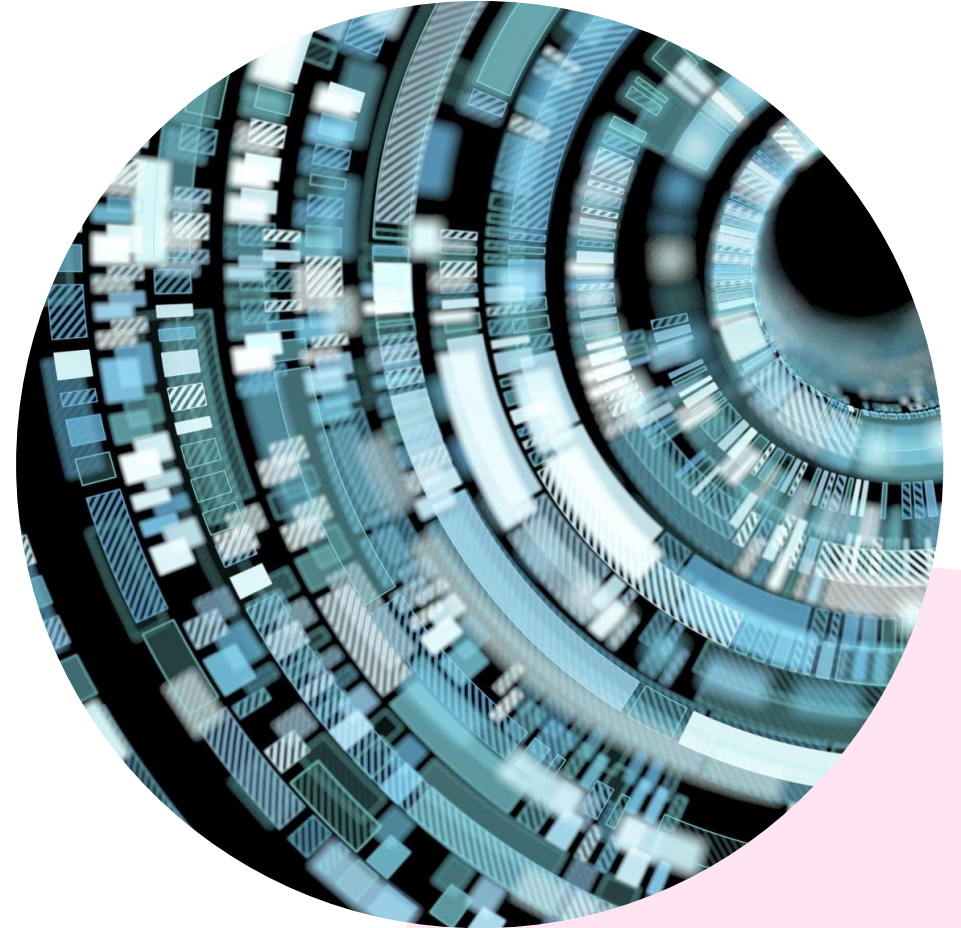


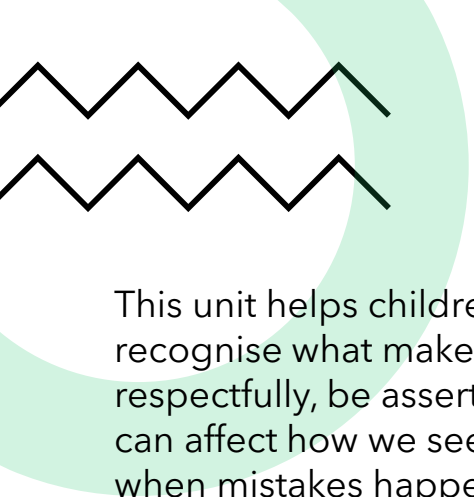


COMPUTING

We will learn how to use computers to make and change documents with text and pictures, learn helpful words like template and placeholder, and explore how people use these tools to share messages in the real world.

- To recognise how text and images convey information
- To recognise that text and layout can be edited
- To choose appropriate page settings
- To add content to a desktop publishing publication
- To consider how different layouts can suit different purposes
- To consider the benefits of desktop publishing





PSHE

This unit helps children build confidence, understand their feelings, and recognise what makes them special. They will learn how to share their thoughts respectfully, be assertive in tricky situations, and think about how the media can affect how we see ourselves. They'll also learn how to make things right when mistakes happen and how to grow from them.

- I can list some of my achievements and explain why I'm proud of them.
- I can recognise different feelings by looking at facial expressions.
- I can describe ways to help myself feel better when I have uncomfortable feelings.
- I can suggest assertive ways to solve tricky situations.
- I can explain that media messages about how I should look, think, or act aren't always true.
- I can think of ways to make things right after I've made a mistake.
- I understand that making mistakes helps me learn and grow.



- 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

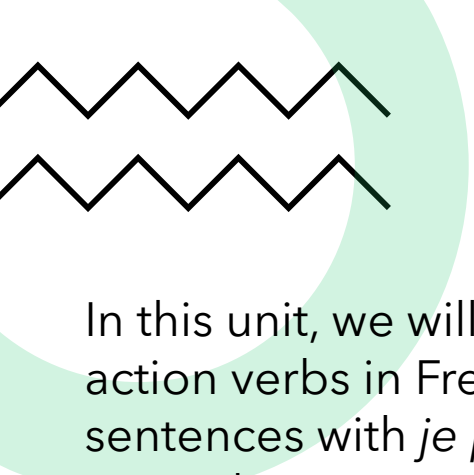
We will be learning about Christianity and what kind of world did Jesus wanted.

- To explore how Jesus chose his disciples and what it means to follow him.
- To understand that Jesus welcomed everyone and think about how we can include others.
- To learn how Jesus helped others and reflect on how we can care for people today.
- To explore how Christians today try to follow Jesus' teaching through kindness and community.
- To compare Jesus' vision of a better world with our own and consider how we can help make it real.



- Jesus chose 12 disciples to follow him.
- Jesus welcomed and helped everyone – even people others ignored.
- Christians try to live like Jesus by being kind and helping others.





FRENCH

In this unit, we will learn to recognise, spell, and use 10 action verbs in French, form positive and negative sentences with *je peux* and *je ne peux pas*, and begin to create longer sentences using the conjunctions *et* (and) and *mais* (but).

- I can attempt to name up to 5 action verbs in French. I will need to look at the vocabulary sheet first when attempting the spellings.
- I can match these verbs to their picture easily with a word and picture bank.
- I can say/write a short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French.





P E

We will be learning about fitness and netball.

Fitness:

- To move at speed with control.
- To perform exercises such as lunges, sit ups and crunches.
- To move with control when tired.
- To skip using a skipping rope.
- To perform exercises holding your own body weight.
- To perform exercises for sustained periods of time

Netball:

- To pass / send a ball with increasing accuracy.
- To find and use space well to keep possession.
- To move with the ball keeping it under control.
- To apply basic attacking and defending principles.
- To pass the ball in different ways.
- To play in small sided games, employing simple tactics



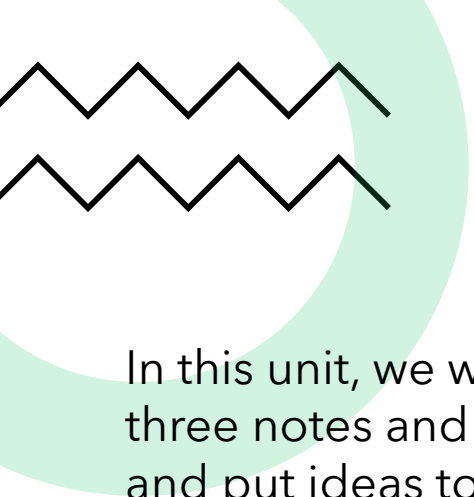


D T

We will be making bookmarks for a holiday book that uses cross stitch to create a picture.

- To know how to choose different stitch types for different effects.
- To know how to cross stitch.
- To understand how to combine different materials, such as fabric and card.
- To begin to evaluate a product against the original design criteria.





MUSIC

In this unit, we will make simple but fun music using just three notes and four rhythms, learn to read and write music, and put ideas together to create pieces that sound like a style called minimalism.

- Recognise and read rhythm notation.
- Listen to and copy rhythm patterns.
- Compose rhythm patterns using rhythm notation.
- Recognise, copy, sing and play three pitches - C-D-E.
- Create and perform rhythmic patterns on pitched instruments.
- Compose and perform ostinatos using three pitches.
- Structure ideas into one big piece.
- Notate, read, and follow a score.





Encyclopedia of animals by Jules Howard



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



We will be visiting the Eden Project to further our knowledge on where chocolate comes from, who produces it, and why choosing Fairtrade matters.



Emidy class will identify how holidays in Cornwall have changed over time.



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



Our history topic promotes equality and diversity by helping pupils understand how social class affected holiday experiences in the past, encouraging respect for different lifestyles and backgrounds.



Emidy class will be making a snack as part of their Dojo treat.



In science, we will investigate how light allows us to see and how it changes what we see.



György Ligeti - Musica Ricercata (complete)



We will think about using sustainable and eco-friendly products in our design-technology lessons.

