

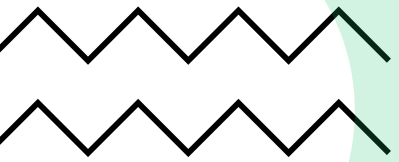


G O O D O R G R I M M ?

T A L E S F R O M T H E
E N C H A N T E D W O O D

S P R I N G 1



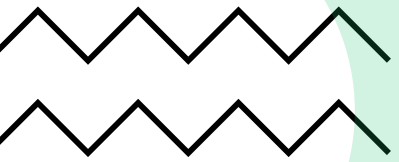


READING

We will continue to cover the discrete reading skills through our class book, Neil Gaiman's 'Hansel & Gretel'.

- I can apply my knowledge of root words, prefixes and suffixes to understand the meaning of new words.
- I can ask questions to improve my understanding.
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.



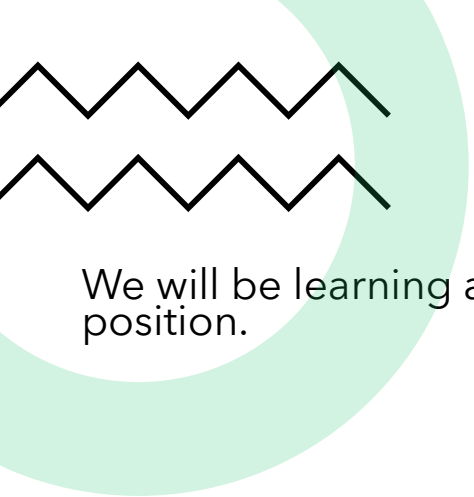


WRITING

The text types we are learning about this half term are narrative writing and newspaper writing based around re-workings of the traditional tales Hansel and Gretel and Goldilocks.

- I can identify key plot points in a story, examine characters' feelings and understand someone's inner thoughts can differ from their outward actions.
- I can write effective sentences for a short story including inverted commas and conjunctions, senses and repetition for effect.
- I can write effective sentences for a short story including adjectives and similes and modal verbs, semi-colons, adverbial phrases, inverted commas and complex sentences.
- I can write effective sentences for a short story including alliteration and repetition, comparatives and superlatives and complex sentences.
- I understand the features of a newspaper report.
- I can write effective sentences for a newspaper report and include 5w's hyperbole, formality shifts, passive voice, subjunctive form, reported speech and quotes.



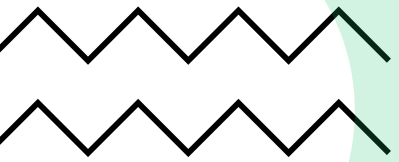


MATHS

We will be learning about measures, decimals, percentages and position.

- I can understand, convert and calculate metric measures.
- I can understand imperial measures.
- I can understand decimals and round and add & subtract decimals.
- I can multiply and divide decimals by integers.
- I can multiply and divide by 10, 100, 1000.
- I can understand decimal and fraction equivalents.
- I can understand percentages and convert fractions to percentages.
- I can order fractions, decimals and percentages.
- I can find a percentage of an amount.
- I can read and plot coordinates in all four quadrants.
- I can translate and reflect.

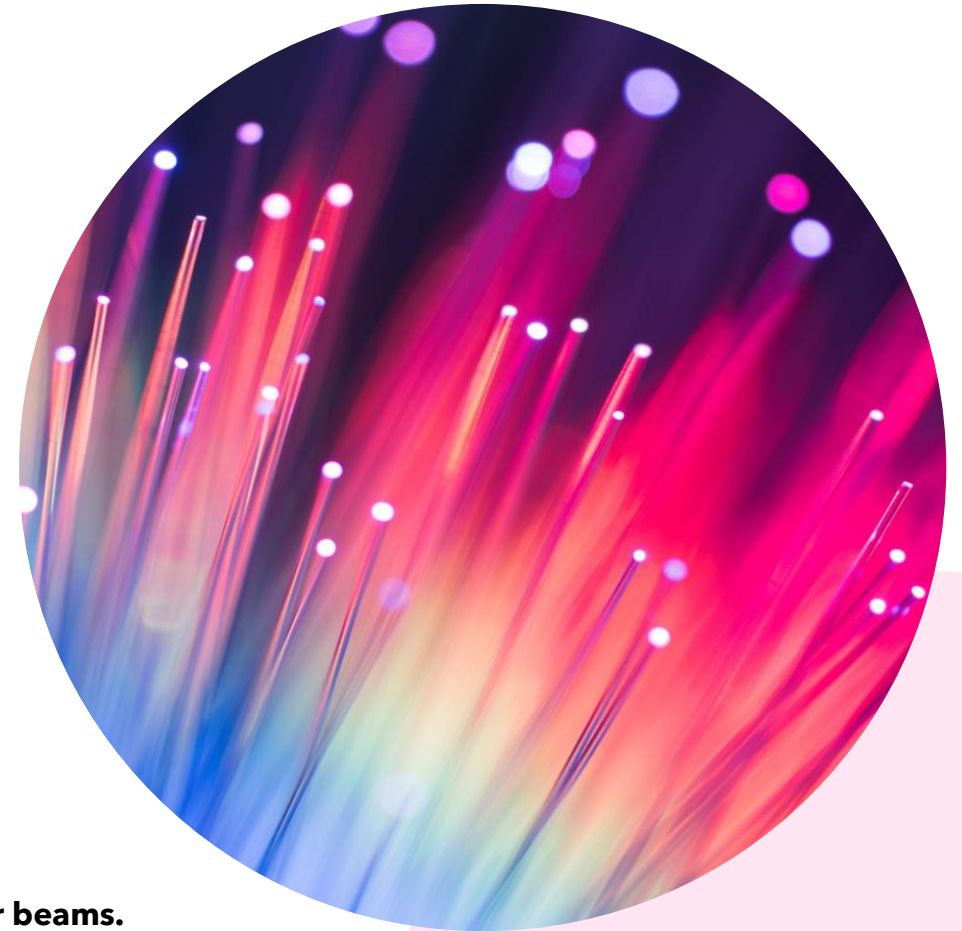




SCIENCE

We will be learning about light and will investigate how light travels and the relationship between light sources, objects and shadows. We will also be creating a shadow puppet show based on a re-working of a traditional tale.

1. Recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
2. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
3. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.



- 1. Light waves travel out from sources of light in straight lines called rays or beams.**
- 2. Reflection is when light bounces off a surface, changing the direction of light.**
- 3. Light sources include the Sun, lightbulbs, lightning, candles and glow sticks.**
- 4. We see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.**
- 5. When an opaque object is placed in front of a light source, it stops the light from passing through. This absence of light creates a dark shape on the surface behind it called a shadow.**
- 6. The angle of the incident ray is equal to the angle of the reflected ray.**



HISTORY

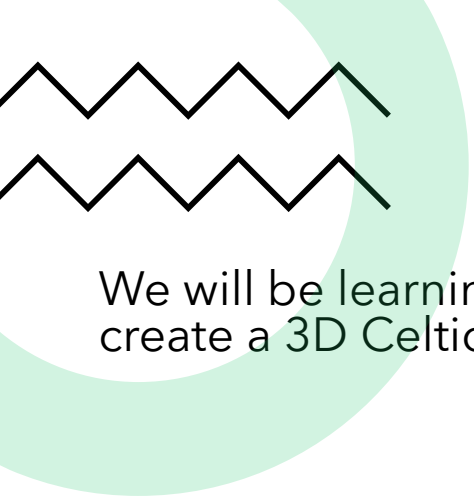
We will be learning about the Celts and their impact on Cornwall. Our sequence of learning will be:

- I know who the Celts were and when they settled in Cornwall.
- I know how the use of iron revolutionised life. (stone age/iron age comparisons)
- I know how Celtic settlements designed were designed.
- I know what was a Celtic tribe was like and why they chose this way of life.
- I know what happened when tribes clashed.
- I know that there are some historically significant Iron Age settlements in Cornwall.



- 1. The Celts were a number of tribes that could be found in Western and Central Europe including Britain.**
- 2. They lived in Britain from roughly 750BC to AD43.**
- 3. They lived during the end of the Bronze Age and through the Iron Age until the Roman invasion.**
- 4. Celts farmed the land to grow food to eat and to trade, lived in small settlements and were good at fighting.**
- 5. Celtic sites in Cornwall include Carn Euny, Castle an Dinas and Chysauster Ancient Village.**
- 6. Dumnonii and Cornovii are two of the Celtic tribes which inhabited Cornwall.**

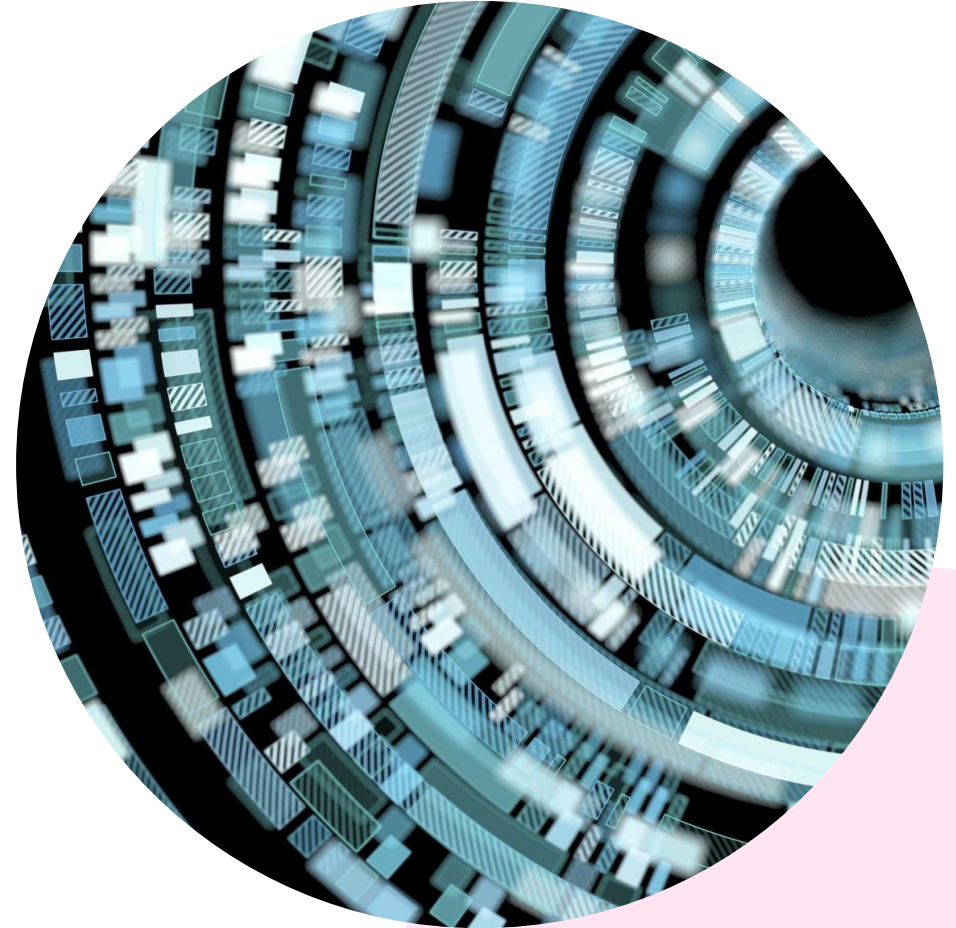


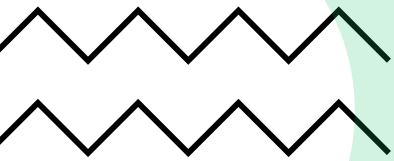


COMPUTING

We will be learning about how to make 3D pictures and will create a 3D Celtic home/ village.

- I can recognise I can work in 3 dimensions on a computer; add shapes to a project, view 3D shapes from different perspectives and move 3D shapes relative to one another.
- I can identify that digital 3D objects can be modified by resizing an object in three dimensions, lift/lower 3D objects and recolour a 3D object.
- I can recognise that objects can be combined in a 3D model; rotate objects in three dimensions, duplicate 3D objects and group 3D objects.
- I can create a 3D model for a given purpose; accurately size 3D object and combine several 3D objects.
- I can create my own digital 3D model; construct a 3D model based on a design, explain how my 3D model could be improved and modify my 3D model to improve it.





PSHE

We will be learning about safety first including what it means to take responsibility for our own safety, including the decisions we make and how we can stand up to peer pressure in a range of situations.

- You are responsible.
- What are the risks?
- Making your mind up.
- In an Emergency.
- Home- Safe & Sound.
- Outdoors- Playing It Safe.



- 1. A hazard is something that is dangerous and likely to cause damage.**
- 2. Risk describes the situation/ possibility of something bad happening or someone getting hurt.**
- 3. Danger describes anything that cause you harm.**
- 4. In an emergency, I know to dial 999 or 112, which will put me in contact with an emergency services operator.**
- 5. I know DRABC (Danger, Response, Airway, Breathing, Circulation.**
- 6. A red flag flying on a beach means 'Dangerous conditions: do not enter the water'.**



RE

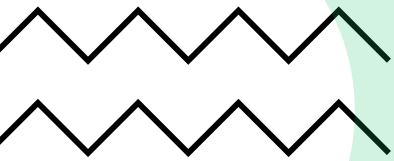
We will be learning about the Hindu religion.

- I can identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.
- I can give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.
- I can make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.
- I can connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.
- I can give evidence and examples to show how Hindus put their beliefs into practice in different ways.



- 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.**
- 5. Hindus believe in four core beliefs: dharma (righteousness), kama (desire), artha (wealth) and moksha (liberation).**
- 6. Although most Hindus live in India, there are some Hindu areas in other parts of the world, like Indonesia and Nepal. Many Hindus also live in the UK.**





FRENCH

We will be learning to listen more carefully to be able to understand a familiar fairy tale (Goldilocks and the Three Bears) recounted in French using picture, word and phrase cards.

- I can listen to the familiar fairy tale of Goldilocks and the Three Bears in French and understand the meaning using picture cards.
- I can re-listen to the familiar fairy tale and retain more new vocabulary in French using word cards.
- I can re-listen to the familiar fairy tale and consolidate my new knowledge in French with phrase cards.
- I can use my new knowledge to re-write the story of Goldilocks and the Three Bears in French.
- I can present my version of the story to the class.

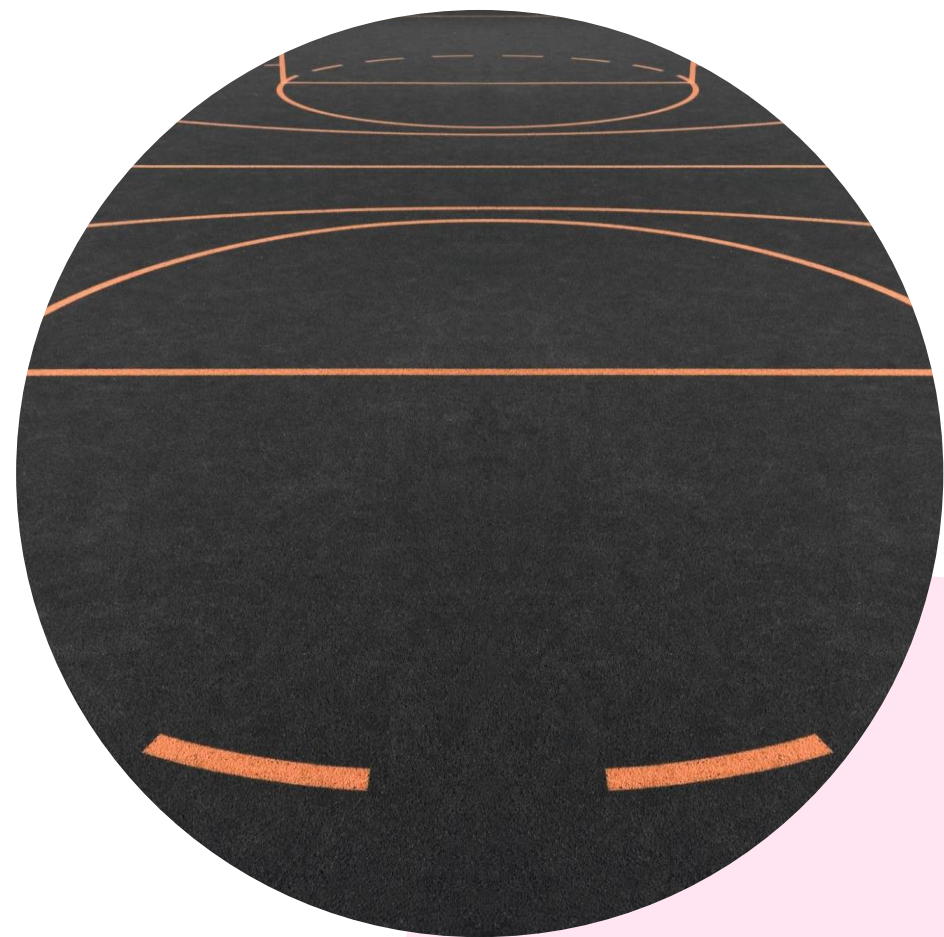




P E

We will be learning about dance and will be following a choreographed dance set to the track 'Sax' by Fleur East.

- I can explore and practice movement ideas inspired by a stimulus.
- I can begin to use basic compositional principles when creating my dance.
- I can perform movements accurately with a sense of rhythm.
- I can move in a way that reflects the music.
- I can combine and perform movements fluently and effectively.
- I can perform dances with clarity and confidence.
- I can perform dances in canon
- I can explore, improvise and combine movement ideas fluently and effectively.
- I can introduce and perform dances in unison.
- I can create dance motifs to show ideas, developing expressive qualities.





DT

We will be working with textiles and learning sewing techniques to create our own traditional tale hand puppet.

- I can generate, develop, model and communicate my ideas through discussion, annotated sketches, prototypes and pattern pieces.
- I can confidently draw up a specification for my design.
- I can plan the order of my work, choosing appropriate materials, tools and techniques.
- I can identify the strengths and areas for development in my ideas and products.
- I can use finishing techniques to strengthen and improve the appearance of my product using a range of equipment.





MUSIC

We will be learning about the piece *Shadows* by Lindsey Stirling – an American violinist and dancer. Our composition piece will be used as an accompaniment to our shadow puppet show.

- I can explore the influences on an artist by comparing pieces of music from different genres.
- I can identify features of timbre, instrumentation, and expression in an extract of recorded music.
- I can use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.
- I can create a shadow movement piece in response to music.





Our class book this half term will be Neil Gaiman's 'Hansel & Gretel'



Udeskole sessions we have planned include learning to dye materials using Celtic techniques.



We are planning a school trip to a Celtic historical site or have a workshop delivered by a Celt specialist (tbc)



Our links to Kernow in this topic's learning include learning about Celtic places in Cornwall.



Our Kea assessment task will be to produce a traditional tale story day for our buddies.



Diversity, equality and representation within this topic include how would traditional tales be composed differently today.



Our baking activity this term will be creating sweet treats for our traditional tale day.



Science investigation which the children will be taking part in include what factors affect the size of a shadow in a shadow theatre.



Music appreciation link is music from the award-winning film composer James Newton Howard.



Links to climate change include using recycled clothing and material for our hand puppets.

