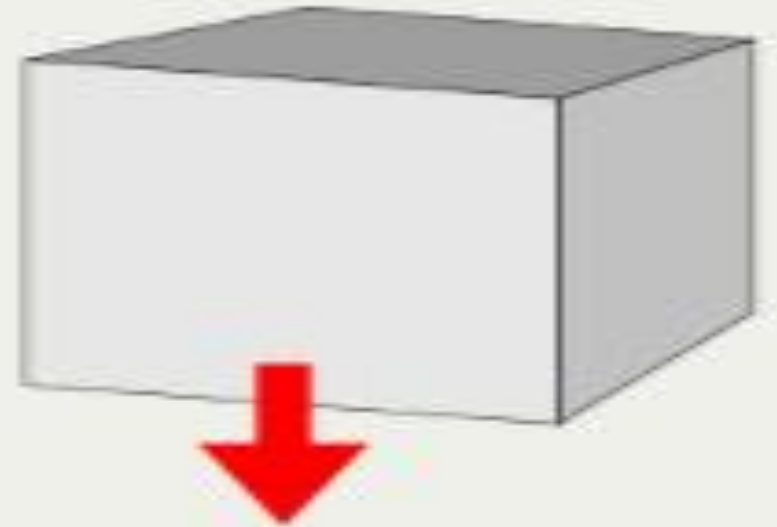




# HOW DO FORCES WORK?

S U M M E R 1

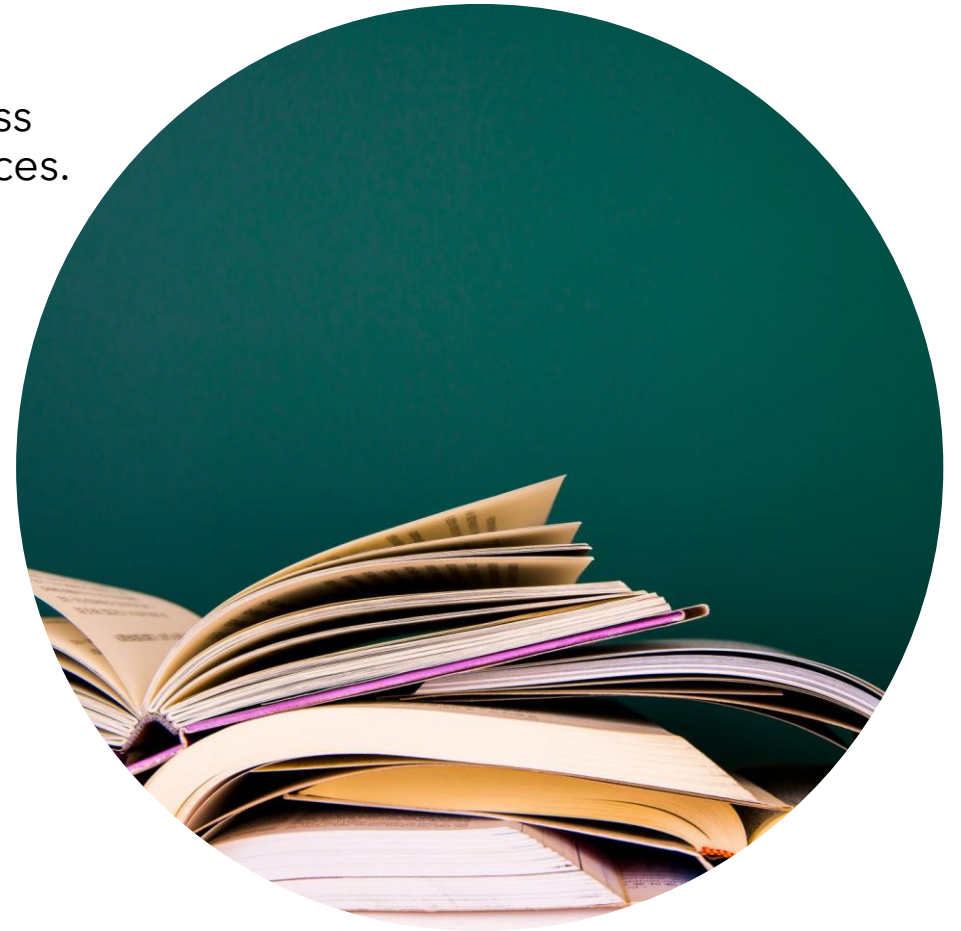




# READING

We will continue to cover the discrete reading skills through our class books "Kick" by Mitch Johnson and specific texts relating to the Forces.

- I can give/explain the meaning of **vocabulary** in context
- I can make **inferences** from texts and justify these using evidence.
- I can **predict** what might happen using evidence from the text.
- I can **explain** how information is related in a text and how meaning is enhanced through word choice.
- I can **retrieve** and record information from fiction and non-fiction texts.
- I can **summarise** the main ideas from more than one paragraph.





# W R I T I N G

The text type we are learning about this half term is Non-fiction - Persuasive Letter writing. This will be based on the book: Kick by Mitch Johnson

- I can recap and re-familiarise with the persuasive letter shape.
- I can pair sentences with the associated shapes to construct a complete persuasive letter
- I can understand more about children's rights and the factories that supply big sportswear brands
- I can learn more about child labour and the sportswear industry.
- I can write effective sentences for a persuasive letter.





# MATHS

We will be completing our unit on Perimeter and Area and then moving to Statistics

- Perimeter and Area
- I can find perimeters of rectilinear shapes
- I can find perimeters of polygons
- I can find areas of rectangles
- I can find areas of compound shapes
- I can estimate area
- Statistics
- I can draw line graphs
- I can read and interpret line graphs
- I can read and interpret tables
- I can interpret two-way tables
- I can read and interpret timetables





# SCIENCE

We will be learning about the natural world and making observations on the world around us. We will be learning about forces that need contact between two objects, but that magnetic forces act at distance. We will compare how things move on different surfaces. Our sequence of learning will be:

- I can explain that unsupported objects fall due to gravity
- I can explain how gravity acts between the Earth and the falling object
- I can explain the effects of air resistance
- I can explain the effects of water resistance
- I can explain how friction acts between two surfaces
- I can explain levers, pulleys and gears
- I can explain how small forces can have greater effects

## **1. Objects are kept on the ground due to the Earth's gravitational pull.**

**Isaac Newton saw an apple fall to the ground from an apple tree and developed his theory of gravity.**

**Friction is a force that acts between two surfaces or objects that are moving or trying to move across each other.**

**Air resistance is a type of friction caused by air pushing against a moving object.**

**Water resistance is a type of friction caused by water pushing against a moving object.**





# GEOGRAPHY

We will be learning about The Natural World and comparing North America with the UK.

- I can locate places in the UK, Europe and the World using an atlas or map.
- I can recognise and name some states in North America.
- I can explain the climate zones of North America.
- I can describe the human and physical geography features of California.
- I can use geographical knowledge to compare and contrast UK and California.



- 1. North America is made up of 50 states**
- 2. The north of the continent is within the Arctic Circle**
- 3. The Tropic of Cancer passes through the south of North America**
- 4. North America can be divided into five physical regions.**
- 5. Biomes represented in North America include desert, grassland, tundra, and coral reefs.**

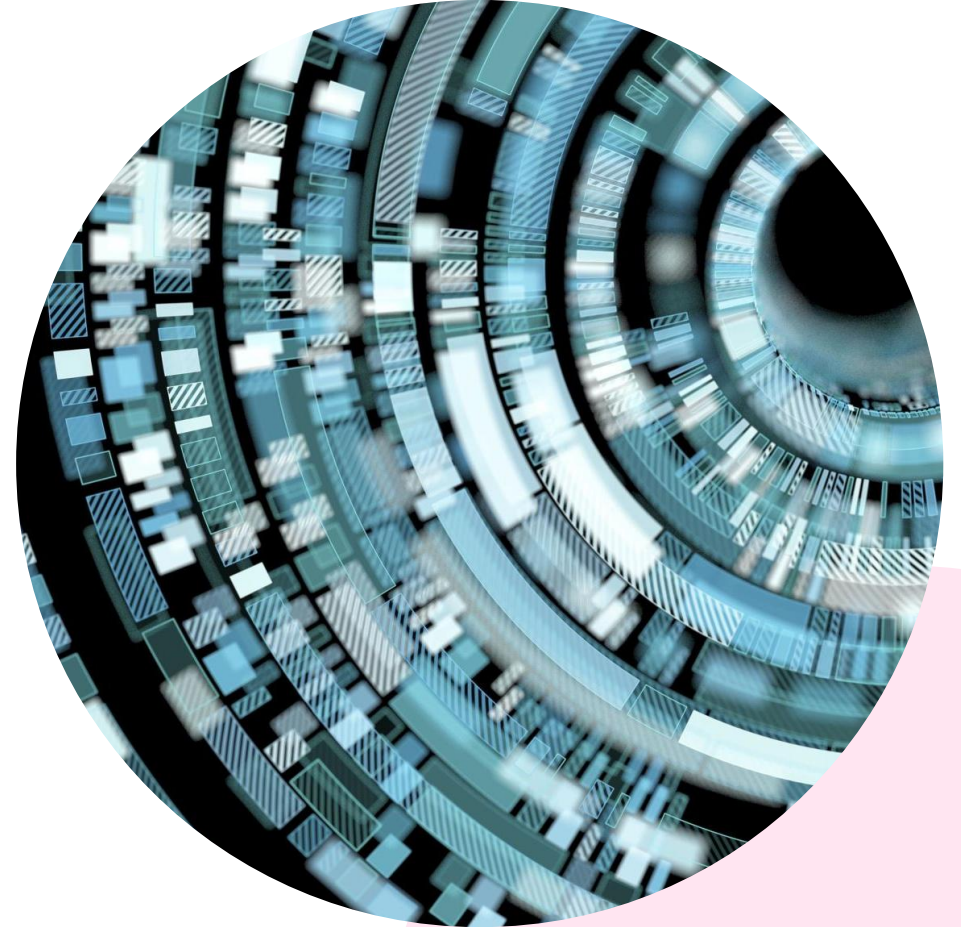




# COMPUTING

In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

- The drawing tools
- Creating images
- Making effective drawings
- Layers and objects
- Manipulating objects
- Become a graphic designer





# PSHE

We will be learning about Relationships – Be Yourself

- I can explain why everyone is unique and understand why this should be celebrated and respected
- I can explain why I should share my own thoughts and feelings and I know how to do this
- I can explore uncomfortable feelings and understand how to manage them.
- I can understand why we sometimes feel shy or nervous and know how to manage these feelings
- I can identify when I might have to make different choices from those around me.



1. I dial 999 for emergency help.
2. Childline telephone is 0800 1111.
3. The SMART acronym for internet safety means **SAFE, MEETING, ACCEPTING, RELIABLE, TELL.**
4. The cognitive triangle links thoughts, feelings and behaviours.
5. A growth mindset helps to reframe challenges into positive opportunities to develop.





# D T

We will investigate and build mechanisms that use pulleys and gears to make links to our science learning this half-term about Forces. Children will research, design and make a mechanical device that meets a design brief and uses a pulley or geared mechanism.

- I can discuss the features of pulleys
- I can discuss the features of gears
- I can identify the correct mechanism for a chosen movement
- I can design a model to meet a design brief using a pulley or gear mechanism.
- I can make a model to meet a design brief using a pulley or gear mechanism.
- I can evaluate a model against our agreed design brief using a pulley or gear mechanism.





# RE

Christianity:

How do Christians live their lives?

Ask the question, "What would Jesus do?"

(Cornwall Agreed Syllabus page 75)

- What are the 10 Commandments?
- Why are to love God and to love thy neighbour considered the two greatest commandments?
- How do these commandments help Christians decide how to live?
- Ask children to apply the concept "What would Jesus do?" to real life situations and dilemmas.
- Look at and explain the story of The wise and foolish builder (Matthew 7:24-27)
- Look at and explain the Sermon on the Mount (Matthew 5-7)
- Dramatize the story of The Centurions Servant (Luke 7:1-10)
- Explore themes of Prayer, Justice, Illness and healing and Turning enemies into friends



# FRENCH

This half-term, we will learn how to talk about the Weather – **What is the weather like – Quel temps fait-il?** and look at how to give a **weather forecast** including weather words, compass points and days of the week.

- I can use words for describing temperature and weather
- I can read and say - It is warm – il fait chaud, It is cold – il fait froid, It is fine – il fait beau, It is dull – il fait mauvais, It is windy – il y a du vent
- I can read and say - It is sunny – il y a du soleil, It is thundery – il y a des orages, It is cloudy – il y a des nuages – It is raining – il pleut, It is snowing – il neige
- I can use compass points – North le nord, East l'est, South le sud West l'ouest
- I can revise and use days of the week – lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche
- I can use morning and afternoon – le matin, l'après midi





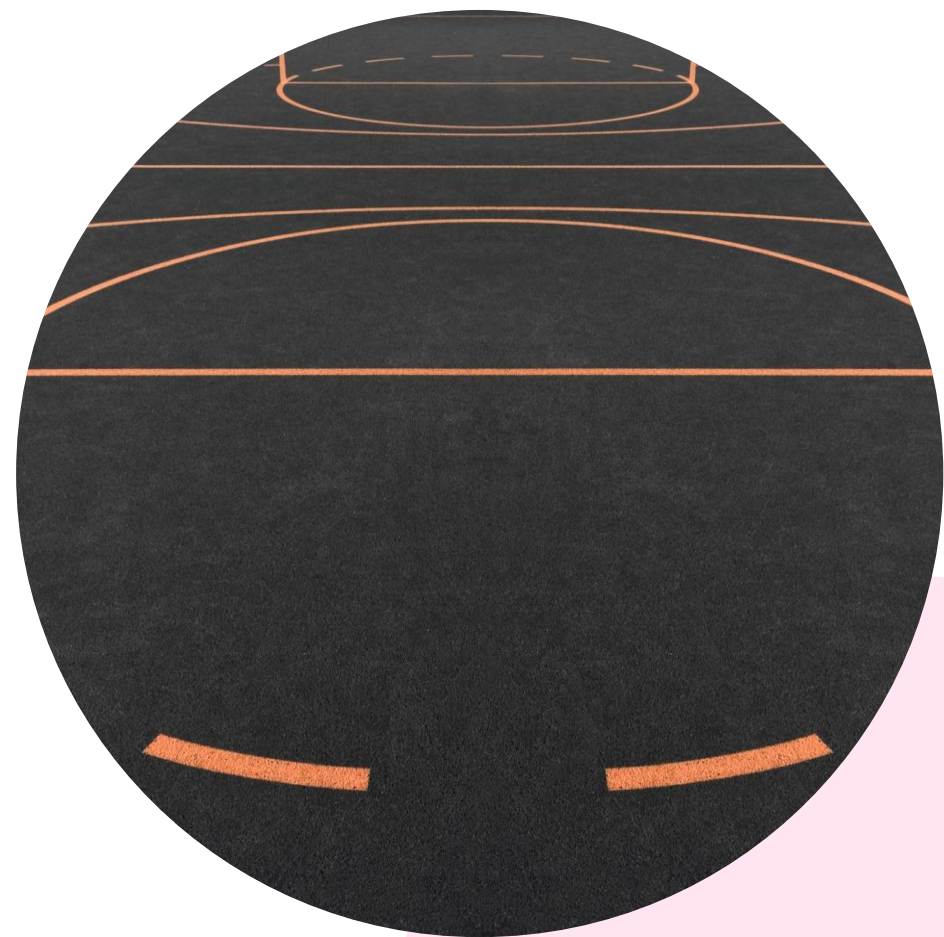


# PE

We will be studying Fitness and playing Netball in our PE lessons each week.

- Lower body circuits
- Aerobic circuits
- Upper body circuits
- Boxercise
- Core circuits
- Full body circuits

- Passing
- Attacking play: Shooting
- Defending play
- Tournament



# MUSIC

This unit explores the music of Bali through two dynamic musical forms: gamelan beleganjur – a lively kind of percussion music originally performed during battle – and the kecak vocal chant. Children will learn about the history and context of both forms, develop an understanding of the repeating cycles that structure almost all Balinese music, and explore and perform the interlocking rhythms that underpin both these musical forms

- Gamelan beleganjur
- The kecak vocal chant
- Making connections... create and perform

Ternary form (ABA) is a very satisfying musical shape that has been used by composers across many genres for centuries. This unit borrows ideas from a wonderful piece by French composer Maurice Ravel called Laideronnette or Empress of the pagodas, which describes the simple story of a little girl walking through a Japanese forest. Ravel uses only the traditional pentatonic scale in this work, and we will use that as the basis for the unit while also exploring dynamics (volume) and tempo (speed)

- Section A – A happy little walk
- Section B – A strange encounter
- Ternary form (ABA) – The full story





Our class books this half-term will be Kick by Mitch Johnson



We will be getting outside to learn about forces like gravity, water and air resistance and friction.



Our Kea Task to assess pupil's learning will be to create weather report videos on California and UK.



We will learn about cams, levers and pulleys and how they were used to great effect in mining and engine houses.



We will learn about how Cornish mining spread throughout the industrialised world and miners went to every corner of the globe to support their local mining.



We will work towards a Dojo treat, cooking a favourite recipe.



We will research forces and scientists like Sir Isaac Newton

We will be listening to:  
Music from Bali and investigating



- Gamelan beleganjur
- The kecak vocal chant
- Making connections... create and perform our own music .



We will research the work of different well-known scientists and how their work helps the planet.

