



CHALLENGE: What makes a good story?



Children will be learning about the popular children's stories: Handa's Surprise, Noah's Ark, Bear Hunt, Stickman, Gruffalo and The Little Red Hen. We will also be going on a whole class trip to The Seal Sanctuary and taking part in Sports Day. During the last two weeks we will be focusing on transition into our new Year One classes – Phew!

Literacy:



Word Reading and Comprehension – In Read Write Inc children will continue to be taught in smaller ability groups. They will continue to review all letter sounds taught so far and read words containing diagraph and trigraph sounds. Children will continue to bring home reading books and we will be reading and spelling tricky monster words (using the look, say, cover, write, check method).

Writing – This term children will learn to improve their writing by editing their own sentences and adding punctuation such as speech marks, exclamation marks and question marks. They will practise writing questions, recounts and stories. We will explore using will key story language and story maps.

Moving and Handling:



Fine Skills – We will continue handwriting sessions, when we teach sets of letters that are formed in similar ways (long ladder letters, curly caterpillar letters, one armed robot letters, zig zag letters). We will be continue focusing upon making our writing smaller and writing on the line and will be talking about ascending and descending letters.

Gross Skills – In PE children will be practising their Athletic skills. They will be focusing upon running, throwing accurately and jumping. They will be learning how to use equipment safely, how to work as a team and how to improve upon our performance ready for Sports Day. Whilst reading stories such as the Bear Hunt, children will move energetically and creatively.

People Culture and Communities

Children will be learning about different Bible stories such as The Good Samaritan / Noah's Ark / Jonah and the Whale / The Lost Sheep / David and Goliath / The Wise and Foolish Builders and the Precious Pearl. They will be exploring different cultures and environments through stories such as Handa's Surprise and comparing environments from story settings (such as Africa) to our own environment.

Technology:

Children will continue to practice using the class SMART board and iPads. They will also be finding out about and using a range of different technology: selecting appropriate applications that support an identified need e.g. creating their own stories using iMovie or using the oven when making bread for the Little Red Hen etc...

The Natural World:

During our Trip to The Seal Sanctuary, children will be exploring and learning about what seals need to survive in the wild and the importance of what the sanctuary does (SWAF – shelter / water / air / food). They will also learn about the 5 senses and different plants. Children will continue this learning at school... developing their ideas and any observations that they made

Past and Present:

Children will learn about past through the various books we read this half term; through discussions about settings, characters, and events that we encounter: such as Noah's Ark, The Good Samaritan, The Little Red Hen etc...

Inspire:

Playing and Exploring -

Our trip to The Seal Sanctuary will inspire children to find out and explore through creative, real experiences; playing with what they already know then having a go at learning something new.

Create:

Creating and Thinking Critically -

Children will be learning to create and think critically by thinking of their own ideas, making links in their learning and choosing ways to do things, especially during our Musical.

Active:

Active Learning -

Children will be actively learning through hands on experiences. They will learn to be involved and maintain concentration during our Sports day preparations.

Nurture:

Children will be encouraged to keep trying when faced with difficulties or challenges. They will take visit their new Year One Classes

Maths:



Numbers and Numerical Patterns – This half term we will focusing on counting higher than 20 by rote. We will be practising to count bigger amounts of objects reliably and will be using our knowledge of counting in 2's, 5's and 10's to help us.

Shape Space and Measure – We will be exploring Length and Height, Patterns and Positional language.

Personal, Social and Emotional:

Building Relationships – Children will be playing co-operatively and taking turns with each other during various topic based busy learning activities. Through story themed role play and small world activities they will learn to take account of one another's ideas and show sensitivity to each other's needs and feelings.

Managing Self – Through our topic of stories we will be sharing our ideas and speaking in front of small groups or the class. We will be continuing to dress ourselves for PE and when it is home time (doing up our own zips and buttons and fastening our shoes). We will also be recapping on the importance of staying active when preparing for Sports Day and will continue to discuss healthy food choices during snack time.

Self-Regulation – Children will be adjusting their behaviour to different situations and changes in routines as they transition into Year One during the last couple of weeks. They will be visiting their classrooms and writing letters to their new teachers.

Communication and Language:

Listening, Attention and Understanding – Children will be learning to listen attentively to a range of stories. They will be encouraged to accurately anticipate key events and respond to what they hear with relevant comments, questions and actions. Children will be answering how and why questions in response to stories and our trip to The Seal Sanctuary.

Speaking – Children will be developing their own narratives in response to the stories we read.

Expressive Arts and Design:

Creating with Materials - Through our topic of Stories, we will be singing songs, making music and dance and experimenting with ways of changing them. In the making area we will also be creating characters and resources for Puppet Theatre; experimenting with colour, design, texture, form and function.

Being Imaginative and Expressive - Through our topic of Stories and our whole school Musical we will continue to use the continuous provision (during busy learning) to represent our own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories.



CHALLENGE: What makes a good shelter?



Literacy: As readers and writers, we will

- Create some instructions to help others make a good shelter.
- Use our text '*three little wolves and the big bad pig*' to write our own stories.



Inspire:

Is a shelter always a building?

Create:

Make and test shelters.

Active:

Make dens in our environment.

Nurture:

How can our houses help the environment?

Maths: As mathematicians, we will:

- Explore numbers and place value with numbers up to 100
- Learn about different values of money and make calculations
- Learn how to tell the time: 'o'clock and half past



Science: As scientists, we will:

- Investigate the properties of materials to make a good shelter.
- Identify, name and compare a variety of everyday materials.



RE: As theologians, we will:

- Explore how we should care for the world and for others, knowing why this is important



Computing: As programmers, we will:

- Learning how to explore and tinker with hardware to find out how it works.
- Constructing a series of instructions into a simple algorithm.



Geography: As geographers, we will:

- Use aerial images to recognise landmarks and basic physical features.
- Identify features on a local map of Falmouth including the school.
- Use simple fieldwork and observational skills to study the geography of the school and the surroundings.



History: As historians, we will:

N/A



Music: As musicians, we will:

- Create and perform songs with rhyming patterns and add actions.



PE: As athletes, we will:

- Focus on our athletics skills, learning how to successfully run, jump and throw.



Art/DT: As artists and designers, we will:

- Explore how artists make art inspired by flora and fauna
- ELECTRONICS Battery fish/seagulls/mermaids



PSHE: The future is bright:

What jobs to people to in our community; Money; Staying safe at home and school; the importance of being kind and transition.



CHALLENGE: Why don't Polar Bears live in Falmouth?



Literacy: As readers and writers we will:

Explore the text 'Wild' by Emily Hughes.

Write a persuasive letter.

Write an explanation text.

Write instructions for rockpooling.



Inspire:

How can we help endangered species?

Create:

Can you create a new species and explain how it will survive in its new environment?

Active:

Why is it important that we look after the environment?

Nurture:

How can I look after my local environment and preserve habitats?

Maths: As mathematicians, we will learn about:

- Fractions
- Mass capacity and temperature
- Time
- Statistics
- Position and direction



Geography: As geographers, we will:

- Create a map of Tregoniggy Woods
- Name and locate the World's continents and oceans
- Compare and contrast human and physical differences between Falmouth and a small village in Zambia



Science: As scientists, we will:

- Identify and name a variety of common plants and observe how bulbs and seeds grow.
- Explore and compare things that are living, dead and never been alive
- Investigate a range of habitats and micro-habitats
- Explore basic food chains



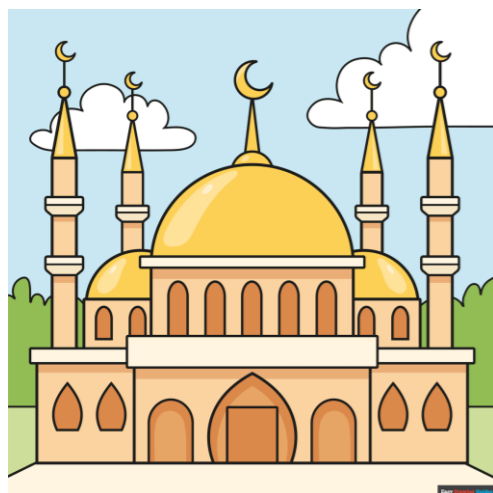
History: As historians, we will:

- Look at which animals have become extinct in the last 100 years.



RE: As theologians, we will:

Who is a Muslim and how do they live?



Computing:

As programmers, we will:

Learn how to create and debug simple algorithms.

Learn how to interpret data.



PE: As athletes, we will:

- Explore position and movement
- Striking and fielding
- Athletics



Music: As musicians, we will:

- Explore instrumental activities.
- Play tuned and untuned instruments musically.



Art/DT: As artists and designers, we will:

- Make a shoe box habitat or shoe box puppet theatre.
- Observe and draw a range of objects and animals from nature
- Create symmetrical butterfly pictures
- Create 3d structure
- CONSTRUCTION Wooden boats
- ELECTRONICS Battery fishing boats



PSHE: Global Neighbours and the Future is bright:

Diversity are amazing planet; inspirational people; careers and money; staying safe; life skills and transition.



CHALLENGE: What have the Romans ever done for us?



Literacy: As readers and writer's we will:

- Write a persuasive advert to join the Roman Army. Paragraphing around a theme.
- Learn how to build characters and settings in stories and use this to write a story from a different character's point of view



Science: As scientists, we will:

Exploring a range of investigations for Science Week.
30 Days Wild.
Roman Engineering.



RE: As theologians, we will:

- Consider how and why people try to make the world a better place



Computing: As programmers, we will:

- Learn what a branching database is and use this understanding to create one



PSHE:

The Future is Bright: Aspirations and money; Staying safe around the home and the environment; Life skills and managing transition.

Inspire:

Can the character and bravery of pioneering women and men inspire us to take risks in our learning?

Create:

Can we use the mosaics of the Roman Empire to create our own patterns and designs?

Active:

How can we make the most of the summer weather to find opportunities to take our learning outside?

Nurture:

Can we come together to look back at our year's learning and forward to our new class teacher?

Maths: As mathematicians, we will:

- Learn about turns and angles and compare angles
- Recognise and describe a range of 2D and 3D shapes
- Fractions, money, time and statistics.



Geography: As geographers, we will:

- Describe key aspects of human geography, including settlements and land use
- Investigate place by exploring the spread of the Roman Empire



History: As historians, we will:

- Learn the key names, dates and places related to life in Roman Britain
- Use different historical sources
- Build an overview of the influence Romans had on Britain



PE: As athletes we will:

- Learn the skills to play rounders.
- Learn the skills to play cricket.



Music: As musicians, we will:

- Use familiar songs to help us understand how and when to play different instruments



MFL: As linguists, we will develop our confidence in our French as we revise our learning from over the year.

Art/DT: As artists and designers, we will:

- Use natural materials to make images. Exploring Cyantype and Anthotype.
- Clay pinch pots and Roman coins.





CHALLENGE: How has the mining industry impacted upon the heritage of Cornwall?



Literacy: As readers and writers we will:

- Complete a book study of 'Percy Jackson and the Lightning Thief.'
- Write a diary entry, considering what it was like to grow up in a mining family. We will be looking at the true stories of Cornish miners, and the book 'Town is by the Sea' to help us.



Inspire:

What can we learn from the mining communities of the past?

Create:

How can poetry help us to understand the importance of mining in Cornish history?

Active:

What impact is mining continuing to have on our environment?

Nurture:

What was the impact of the decline of mining in Cornwall?

Maths: As mathematicians, we will:

- be able to identify and measure angles within 2D shapes.
- be able to find and draw lines of symmetry.
- be able to compare and order angles.



Science: As scientists, we will:

- Compare and group materials based on whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled.



Geography: As geographers, we will:

- Use a range of resources to identify key physical and human features of a location
- Use four-figure grid references to communicate knowledge of the United Kingdom.
- Describe how the locality of our school has changed over time
- Explain own views about locations, giving reasons.



History: As historians, we will:

- Use evidence to find out about the past.
- Describe changes that have happened in the locality of our school (Levant Mine disaster).
- Describe the social cultural diversity of the mining community both in Victorian times and the present day.



RE: As theologians, we will:

- Learn how and why people in Cornwall mark significant events in community life.



Computing: As programmers, we will:

- Developing the four areas of computational thinking.



PE: As athletes we will:

-Athletics: children will be learning to run, jump, throw using key year 4 skills.



Music: As musicians, we will:

- Apply skills in pitch, rhythm and pulse through singing games and opportunity for composition



PSHE:

Physical health and Mental wellbeing, maintaining a balanced lifestyle. Keeping safe Medicines and household products; drugs common to everyday life

MFL: As linguists, we will be able to describe the rooms in our house, in French



Art/DT: As artists and designers, we will:

-Working in 3D. What can artists learn from nature? Children explore formal drawing and sculpture skills like line, mark making, shape, form balance and structure, and more importantly how it *feels* to make art. They explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or 'wrong or right'



**CHALLENGE:** What lies beyond the horizon?**Literacy:** As readers and writers we will:

- Continue to develop our adventure story, based on the short film "Luna"
- Read and explore the novel 'Kensuke's Kingdom'
- Write a letter in the role Michael
- Use powerful vocabulary to write a setting description
- Create our own radio broadcast featuring reported and direct quotes
- Plan and write a discussion text.

Science: As scientists, we will:

- Study plants and animals to see how they have adapted and evolved
- Describe the life process of reproduction in some plants and animals
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

**RE:** As theologians, we will explore:

- 'How can following God bring freedom and justice?'

**Computing:** As programmers, we will:

- Explore how to use and code Micro: Bits
- Develop our confidence when using block coding to programme a device.
- To explore variables and different forms of input.
- Understand how external devices can be programmed by a separate computer.



PHSE: Physical health and Mental wellbeing, including, healthy sleep habits; sun safety; medicines, vaccinations, immunisations, and allergies; mental wellbeing. Keeping safe in different situations, including responding in emergencies

Inspire:

How can I explore the world?

Create:

How can I record my local area using map skills?

Active:

How can I use team skills to support others to success?

Nurture:

How do explorers deal with adversity?

Maths: As mathematicians, we will:

- Add/subtract decimal numbers and multiply/divide decimal numbers by 10/100 and 1000.
- Explore shape including regular/irregular polygons, 3D shapes and angles.
- Learn to understand, count and calculate using negative numbers.
- Develop our learning on measurements to include converting between units
- Learn about volume and how to estimate and compare volume.

**Geography:** As geographers, we will:

- Describe geographical diversity across the world.
- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Make comparisons between Australia and the Arctic.
- Revise four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols)
- Use different types of fieldwork sampling (random and systematic) to observe measure and record the human and physical features in the local area.

**PE:** As athletes we will:

- Work on our pace and stamina in track events.
- Develop our explosive power when completing jumping events.
- Explore correct technique in field events.

**Music:** As musicians, we will:

understand some social and historical context to the globally famous music genre Reggae. Children will learn about features of the music through listening to classic tracks, singing the song, and adding instrumental riffs and a percussion backing to create a full class performance.

**Art/DT:**

Children are introduced to contemporary fashion designers and use sketchbooks to record things about the designers which interest them, or to note ways of working which may be useful.

Pupils are given a design brief and invited to make their own designs, working in sketchbooks to explore an art project, before making decorated papers through which they can bring their designs to life in 2D or 3D.



MFL: As linguists, we will learn to discuss animals and our pets at home.



CHALLENGE: How and why has trade become global?



Literacy: As creative readers and writers we will:

- Construct and write debate texts using a range of sentence structures
- Write our very own pitch for our business enterprise
- Write a public announcement using direct language
- Practise reading comprehension on a range of fiction and non-fiction texts



Science: As scientists, we will:

- Explore changes of state and how mixtures might be separated
- Develop our understanding of circuits to affect the brightness of a lamp or volume of a buzzer
- Use recognised symbols when representing a simple circuit in a diagram



RE: As a theologian, we will:

- Explore how faith helps people when life gets hard



Computing: As programmers we will:

- Demonstrate our understanding of programming



PHSE: We will learn to evaluate how reliable different online content and media are, e.g. videos, blogs, news, reviews and adverts. We will consider how to respond to and if necessary report information viewed online which is upsetting, frightening or untrue. We will discuss our emotions for moving onto secondary school and consider ways to manage change.

Inspire:
Could I be a leader? Should I be a leader?

Create:
What will the world look like in the future?

Active:
Could I live without global trade? Can I buy local goods?

Nurture:
How can we look after our world when trading globally?

Maths: As Mathematicians we will be focusing on:

- Statistics by interpreting line graphs and pie charts
- Apply our learning overtime through completing a range of mathematical investigations



Geography: As Geographers we will be:

- Looking at global trade and how countries buy and sell goods
- Identify how human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water impact upon countries of the world and their trade status



History: As Historians we will:

- Explore how different countries are run around the world
- Compare poignant leaders of history and their success stories or downfalls
- Understand the concept of continuity and change over time, representing them, along with evidence, on a timeline



PE: As athletes we will:

- Develop our batting and fielding skills when playing rounders
- Develop our field and track events and demonstrate our skills in our Sports Day



Music: As Musicians we will:

- Explore our voices and learn to use these to create performances with others.



Art/DT: As artists and designers, we will:

- Explore transformation of materials to produce an object which conveys my personality
- Demonstrate my design and making skills to make a finished product for a specified purpose



MFL: As Linguists we will learn expressions for travel and revise French vocabulary for leisure activities

