



### CHALLENGE: Why and how do people celebrate?

Children will learn about and celebrate Diwali, Fireworks, Remembrance Day, Traditional Weddings, Birthdays and Christmas. They will also learn about the Nativity story and doing a performance in assembly and for parents.



### Literacy:

Word Reading and Comprehension – In Read Write Inc children will continue to learn set one sounds. They will begin blending to read using magnetic letters. They will also be looking at a variety of information books on different cultures and celebrations.

Writing – Children will be learning to hear and write initial sounds in words; they will be ‘writing’ lists for special celebrations and parties and writing in cards. They will also be playing games that will help them to start segmenting and blending sounds in words. ‘Fred the Frog’ and ‘Metal Mike’ will be helping them with this! They will also be continuing to practice correct letter formation through lots of funky fingers sessions and sensory activities.



### Inspire:

Playing and Exploring - Children will 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.

### Active:

Active Learning - Children will be actively learning through hands on experiences and outdoor play. They will learn to be involved and maintain concentration.

### Nurture:

Children will be encouraged to keep trying when faced with difficulties or challenges. They will be encouraged to take part in our Nativity and to explore different cultural celebrations; trying lots of new things!

### Maths:

Numbers and Numerical Patterns –Children will learn to recite numbers in order to 20. They will also learn to recognise and understand numbers 5-10 on a deeper level: representing these numbers using their fingers and marks and making different arrays. They will also learn to count reliably and accurately; matching these numbers to groups of objects and comparing quantities.

Shape Space and Measure – Whilst celebrating Diwali, children will learn about recreating patterns. They will also learn about ‘time’ and months of the Year through our discussions on Birthdays.



### Moving and Handling:

Fine Skills – Whilst making various crafts for all of our celebrations children will be learning to use simple tools to effect changes to materials. They will be continuing to work upon correct pencil grip when writing out lots of invitations and cards.

Gross Skills – In PE children will be practicing to travel with confidence and skill around, under, over and through balancing and climbing equipment.



### Personal, Social and Emotional:

Building Relationships –During our show and tell children will be learning to explain their own knowledge about family traditions and will learn to ask appropriate questions of others.

Managing Self – Children will learn to describe themselves in positive terms and talk about their family. Through cultural food tasting and cooking activities, children will learn about the need for a variety in food. They will also be learning about good practices in regards to eating and hygiene and how these contribute to good health.

Self-Regulation – During our circle time sessions children will be learning about how their own actions can affect other people.

### Communication and Language:

Listening, Attention and Understanding – Children will be learning to listen and respond to ideas expressed by others in conversations during our Nativity rehearsals and performance.

Speaking – Children will be using their language skills to imagine and recreate roles and experiences in role play situations. They will also be recalling and describing how they celebrate special occasions at home such as Birthdays and Christmas for example (using photos and video clips on Tapestry as prompts).

### People Culture and Communities

Children will enjoy sharing and joining in with familiar family routines and customs such as Birthdays, Weddings and Christmas and will also learn about some different cultural celebrations such as Diwali and Indian Weddings. They will learn about the differences between themselves and others and among families, communities and traditions.

### The Natural World:

Children will be looking closely at similarities, differences and patterns in the many celebrations we explore. They will also be learning about the changes that Winter brings towards the end of the half term.

### Past and Present:

Children will learn about the reason we wear Poppies and will briefly discuss what it was like during the War (e.g. soldiers were brave / the fields got muddy from the war / the poppies grew in the fields etc...) They will discuss family members who may have served in the War.

### Being Imaginative and Expressive:

Children will engage in imaginative role-play based on their own first-hand experiences (home corner roleplay / farmyard small world). They will learn to use available resources to create props to support their role-play. Children will learn many ring games and familiar songs during circle time. During music lessons they will learn to imitate movement in response to music, tap out simple repeated rhythms and explore how sounds can be changed.

### Technology:

Children will continue to practice using the class SMART board and will use the computers in our ICT suite to complete a simple program. They will use art programmes to create Firework pictures and Diwali patterns.

### Creating with Materials:

Through our various celebratory crafts children will be learning to make junk models (fireworks), modelling clay (divas lamps), making decorations (for Weddings and Birthday’s), painting poppies and wrapping presents in Santa’s workshop... and much more! Through these activities they will be learning to manipulate objects to achieve a planned affect and to construct with a purpose in mind; using a variety of resources.



**CHALLENGE:** How can I be as healthy as Traction Man?



**Literacy:** As readers and writers, we will:



- Learn about how adjectives are used to describe.
- Learn how to write a character description about Traction man.
- Learn to write a letter and a Christmas wish list to Santa.

**Science:** As scientists, we will:



- Investigate basic human needs.
- Learn how the body changes with exercise.
- How humans look like their parents in many ways.
- Identify and label the basic parts of the human body.

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



- Explore what Christians believe God is like

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



- Learn to locate keys on the keyboard.
- Develop basic mouse skills.
- Logging in and saving work on their own account.

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



- Begin to explore simple ways to make a print
- Create our own healthy smoothies.

**Inspire:**

What do I want to be when I grow up?

**Create:**

Create my own healthy smoothie.

**Active:**

What is my talent?

**Nurture:**

How can I look after the environment in Falmouth?

**Maths:** As mathematicians, we will:



- Adding and subtracting within 10
- We will explore 2D and 3D shapes and find examples of these in our everyday environment

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

- Use world maps, atlases and globes to identify the United Kingdom, its countries and key capital cities.
- Create a simple map and construct basic symbols in a key.
- Use basic geographical vocabulary



**History:** As historians, we will:

- Understand why Guy Fawkes attempted to blow up the houses of parliament.
- Understand the importance of Remembrance Day.



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

- Learn festive songs and sing a melody



**PE:** As athletes, we will:

- Learn how to send and receive a ball with accuracy.
- Practice breathing and movement in yoga.

**PSHE:** Working Together:

What is a community, including what groups do I belong to; democracy, including the need for rules; Bullying and unkind behaviour, including understanding difference; my responsibilities for the environment.

**CHALLENGE:** Why was Pendennis Castle built?



**Literacy:** As readers and writers we will:

- Use books written by Anthony Browne (The Tunnel/ Into the Forest) to explore traditional tales with a twist.
- Write a setting description.
- Write an innovated story from the perspective of the main character.
- Explore innovated fairytales from the book 'A Fairytale for Everyone'.



**Inspire:**

What hope did the castle inspire?

**Create:**

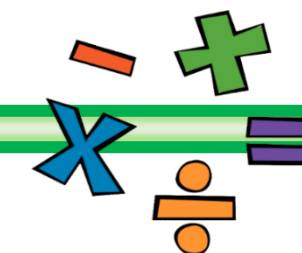
What communities existed in the castle walls and beyond?

**Active:**

Why is Pendennis Castle built on a headland?

**Nurture:**

Why are castles no longer being built?



**Maths:** As mathematicians, we will:

- Use addition to solve problems. This will involve revising and then learning different methods including: diennes, jottings, number line and petal method. We will use our knowledge of addition to solve word problems and reasoning.
- Use subtraction to solve problems. This will involve revising and then learning different methods including: diennes, jottings, number line and grid method.
- Use our knowledge of number bonds to solve addition and subtraction facts. Eg  $5 + 3 = 8$  so  $50 + 30 = 80$
- Identify and sort 2D and 3D shapes using our knowledge of their features.



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

- Use basic geographical vocabulary to describe the key physical and human features of Pendennis Castle (looking at its location at the mouth of the River Fal).
- Look at the location of Falmouth and its place within England.
- Use fieldwork and observational skills (during our visit to Pendennis Castle) to assess the importance of the Castle's location.
- Use aerial photos to describe the physical nature of the placement of the castle on the South Cornish Coast.
- Learn simple compass directions.



**History:** As historians, we will:

- Explore the importance of Pendennis Castle and its location to protect it from French and Spanish invasion.
- Explore the significance of Henry VIII reign and the role that Pendennis Castle had to play in this.
- Explore what life was like in Tudor Britain
- Experience a living history Tudor Day – learning Tudor dances, crafts and holding a Tudor banquet.

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

- Explore the question – Why does Christmas matter to Christians?



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

- Learn about input and output devices.
- Continue our work on staying safe online.



**PE:** As athletes, we will:

- Learn ball skills
- Create a Tudor dance to share with the year group.



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

- Learn songs for our Christmas production.



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

- Use pastels and oil pastels to create a portrait of Henry VIII.
- Explore the world through simple mono prints.
- Use cross stitch techniques to create a bookmark.
- Make pomanders – understanding the use of these during Tudor times.
- Design and make sweets based on the Tudor Rose.
- Develop mark making skills to create observational drawings of Pendennis Castle using viewfinders.



**PSHE:** Working together: Roles and responsibilities of people in the community and helping others; bullying and understanding difference; looking after the environment and democracy and where do the rules come from.



**CHALLENGE:** What is this planet we call Earth?



**Inspire:**

Can hope exist when a natural disaster hits?

**Create:**

What would your image of planet earth be?

**Active:**

What comes after a Natural Disaster?

**Nurture:**

How can I positively influence the planet?

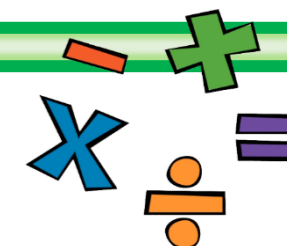
**Literacy:** As readers and writers we will:



- Character description – Write a character description link with “The man who walked between the towers”.
- Write an explanation linked with natural disasters, ‘earthquakes’.
- Learn apostrophes for possession e.g. the volcano’s lava.

**Maths:** As mathematicians, we will:

- Develop our addition and subtraction skills using 3-digit numbers
- Learn how to multiply and divide with a focus on the 3, 4 and 8 times tables



**Science:** As scientists, we will:

- investigate rocks and soils from our planet earth
- be able to recognise, compare and describe rocks, fossils and soils
- plan an investigation into the types of rocks



**PE:** As athletes we will:

- Focus on physical fitness.
- Outdoor adventures



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

- Name and locate countries of Europe and identify their main physical and human characteristics, with a focus on earthquakes – identifying where these are likely to take place and why.



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



- Investigate the meaning of a covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.

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



- Explore the concept of sequencing in programming through Scratch

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

Learn how to play ostinato and note clusters on tuned percussion instruments to accompany songs.



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

- Be inspired by ‘Painting with scissors’ inspired by Henri Matisse
- Explore MATERIALS by designing, making and evaluating model fishing boats

**PSHE:**

Working together: Community groups and helping others; speaking out against bullying and understanding difference; the environment and democracy.

**MFL:** As linguists, we will learn the colours in French and discover how Christmas is celebrated in France



**CHALLENGE:** Is electricity the world's greatest invention to date?



**Inspire:**

What might be the next great invention?

**Create:**

How has the invention of technology widened our communities?

**Active:**

What has been the impact of technology advancements on our society?

**Nurture:**

How can I use technology responsibly?

**Literacy:** As readers and writers we will:

- Explore story structures and writing for different purposes.
- Learn what the features of character description are.
- Understand and use descriptive language and devices



**Maths:** As mathematicians, we will:

- Develop our understanding of area and learn how to calculate and compare area of shapes.
- Multiply and divide, including learning the 7 times table
- Understand what happens when I multiply by 1 or 0.
- Learn how to multiply 3 numbers together.



**Science:** As scientists, we will:

- Construct a simple series electrical circuit, identifying and naming its basic parts
- Identify whether a lamp will light up or not in a circuit and explain reasons why
- Recognise some common conductors and insulators



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

- None this term



**History:** As historians, we will:

- Place events, artefacts and historical figures on a timeline using dates
- Suggest causes and consequences of some of the main events and changes in History.
- Look at the history of electricity and how it has shaped the world we live in today.



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

- Learning about the religion of Hinduism to explore the questions 'What do Hindus believe God is like?'



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

- Look at repetition and loops within programming to create our own programs



**PE:** As athletes we will:

- Learn how to play badminton
- Develop my ball handling skills to play netball



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

- Build on our learning of rhythm and pulse and begin to experiment with pitch through singing games



**PSHE:**

Working together: Community, including how we value the contributions that people and groups make to the community: understanding difference, including bullying; the environment and democracy.

**MFL:** As linguists, we will learn to say what we are called, how old we are, where we live and our nationality in simple conversation,



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

- Exploring how we can use colour, line & shape to create patterns.
- MATERIALS Making a model tin mine





**CHALLENGE:** What can we learn from the Ancient Greeks?



**Literacy:** As readers and writers we will:

- Create our own non-chronological report on an Ancient Greek mythical beast.
- Write and design a persuasive leaflet to visit Greece.



**Science:** As scientists, we will:

- Look at contact and distant forces, attraction and repulsion, and will compare and group materials
- Understand movement, forces and what causes motion.
- Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.

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

- Explore the reasons why Christians believe Jesus was the Messiah?



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

- Know how search engines work.
- To understand that anyone can create a website and therefore we should take steps to check the validity of websites.
- To know that web crawlers are computer programs that crawl through the internet.
- To understand what copyright is.

**PSHE:** Types of discrimination, including online and how to challenge and manage this. Treating people from diverse backgrounds with respect. Secrets that shouldn't be kept and appropriate physical contact.

**Inspire:**

How did Ancient Greece inspire modern living?

**Create:**

Can I design and make a ceramic tile in the style of the Ancient Greeks?

**Active:**

Can I match the physical expectations of an original Olympian?

**Nurture:**

Can I understand how a democracy works?

**Maths:** As mathematicians, we will:

- Learn to identify multiples, common multiples, factors and common factors.
- Learn that numbers with exactly two factors are called prime numbers.
- Use concrete manipulatives to build square and cube numbers.
- Use place value to multiply and divide by 10, 100 and 1000.



**History:** As historians, we will:

- Compare the occurrence Maya (Y4) to Ancient Greece and understand when these periods happened.
- Study Greek life – their achievements and their influence on the western world.
- Understand how our knowledge of the past is constructed from a range of sources.
- Continue to develop a chronologically secure knowledge and understanding of British, local and world history.
- Compare Athens Vs Sparta.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.



**PE:** As athletes we will:



- Develop our cardiovascular fitness.
- Develop our invasion skills in Hockey.

**Music:** Developing our knowledge of written music notation to compose body percussion rhythms. Learning how to play bass line and chords on tuned percussion instruments to accompany our class arrangement of a sea shanty.



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

- Research and modify a traditional Bolognese sauce recipe to make it healthier.
- We will cook improved versions, creating appropriate packaging and learn about where the ingredients the importance of animal welfare when farming cattle
- We are combining the monotype printing process with painting and collage to make visual poetry zines..



**MFL:** As linguists, we will learn how to:

- Pinpoint France and other French speaking countries on a map of the world.
- Ask and answer the question 'How are you?' in French.
- Say 'Hello' and 'Goodbye' in French
- Ask and answer the question 'What is your name?' in French.
- Count to 10 in French.



**CHALLENGE:** Who should help when a natural disaster strikes?



**Inspire:**

Can hope exist when a natural disaster hits?

**Create:**

Can the emotion of a natural disaster be portrayed through art?

**Active:**

Who springs into action when a natural disaster occurs?

**Nurture:**

How can I help countries that have been hit by a natural disaster?

**Literacy:** As creative readers and writers we will:

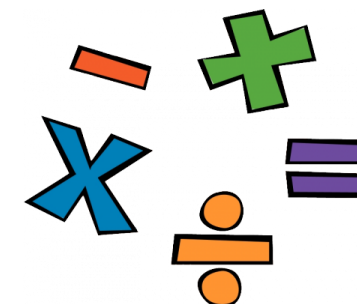
- Write letters to the author of our core text
- Write recounts
- Write a non-chronological report about a natural disaster.

This writing will be inspired by the core text – “Way Home” and “Wreck of Zanzibar”



**Maths:** As Mathematicians we will be focussing on:

- The four operations and fluency
- Fractions.



**Science:** As Scientists we will learn:

- To compare and group rocks and compare fossil formation
- Changes of state and undertake experiments which will deepen our understanding of rock formation and changes of state.

NC Objectives:

- i) recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago



**Geography:** As Geographers we will:

- Locate areas in which natural disasters regularly occur comparing similarities and differences.
- Deepen our understanding of why humans choose to live in areas where natural disasters occur.
- Use maps, atlases and globes to locate and describe where natural disasters frequently occur.

NC Objectives:

- i) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



**History:** As Historians we will:

Local study of natural disasters focussing on flooding.

NC Objectives:

a local history study



**RE:** As a theologian we will:

Study the beliefs, festivals and celebrations of Christianity

- Focus on Advent and Christmas



**Computing:** As programmers we will:

- Learn to program using Kodu and make our own games.



**PE:** As athletes we will:

- Learn to play competitive games and apply principles of attacking and defending.



**Music:** As Musicians we will:

- Prepare and perform a piece of music for Christmas.
- We will be learning to explore different ways in which we can use our voices.



**DT:** As Artists and Designers we will be inspired by the Artist Hokusai to create our own drawings using different media of natural disasters.

**MFL:** As Linguists we will: Learn parts of the body and sing a Christmas song in French.



**PHSE:**

We will learn strategies for being safe online. We will be taught how to recognise bullying and know when and how to ask for help. We will learn what makes healthy relationships. Also, we will consider how anti-social behaviour has consequences by learning about rules and laws.