

REAL PROJECTS



R rigorous

E engaging

A authentic

L learning



WWII Experience.

END of WAR Celebration - Play the queens recording and they read the letters.

Parents waiting - children arrive on the bus in costume

The children will teach them the skills they have learnt, craft, cooking, dance.

Term: Aut 17

Class:

Violet, Amber, Magenta

Classroom Immersion:

WWII house. Front room, garden, kitchen,

Trips/Experiences:

Britain and the Blitz, Trevarno Steam train,

Experts:

Dance teacher to teach dance

Parent critique

Kelda's Dad



ESSENTIAL
QUESTION

Dear Mummy, When will we meet again?

Literacy:

Guided Reading: **Wave me Goodbye**: 5 stations, Reading, reading text and discussing, verbally answering question, written question, WWII news

Goodnight Mr Tom - class read in pm with siren/blackout PICKING BLACKBERRIES

first 2 days - life in 1939. Home in the classroom, Have questions around the room to discuss and feedback. Class lesson in the hall. Playtime games, identifying countries.

First 2 chapter of Wave me goodbye - make an identification label (**Do this as transition activity**)

11th Sept Britain in the Blitz Thurs 7th

Look at Evacuee letters, create a rubric, 1st Draft at Trevarno, critique up level. BBC Peoples war

SPAG: Adverbs, fronted adverbials prepositions, nouns and pronouns use of a question, contractions, we were/we was, now adverb, noun, verb, adjective, identify grammatical errors/critique

Outdoor learning: 11th Sept
Learning experience, Trevarno
Britain in the Blitz



Mini Outcome

Evacuee letter
- after a trip on
Trevarno
Railway and
experiencing saying goodbye.

£50 - Trevarno
Britain in the Blitz: £4.95

Creative:

Gas mask box - Walt Disney designed a minnie mouse box.

Design their own gas mask box.

Make the box using nets

Resources: Brown paper, thick cards, craft knives

Maths:

Number and Place Value

Making numbers, adding 1000, s. Using
Diennes.

Lots of practical play with numbers - looking at
dates as well?

Maths Challenges:

Physical maths timeline - starting with 1939,
adding 10 years, 100 yrs etc

Place value marble game

Year	Religion 1
A	Christianity TOPIC: The Old Testament. God and Human Nature (1) THEME: sinfulness/obedience
GD	Are the biblical creation stories true?
RA	How do Christians today explain human suffering?
HH	Can we see God's creation, promises and our sinfulness in the world?
SS	How do people interpret the story of Noah's ark differently?

RE/Virtues/PSHE

Unity, friendliness, co-
operation
Circle time

How do Christians today
explain human suffering?
Can we see God's
creation, promises and
our sinfulness in the
world?

Science:

Light/sound

Link to sound of the siren - how did it reach so
many people? How does light travel? - blackout

Blackout materials - investigation

Make an investigation boards in gaps - with lights
behind for display.

Why dark and no sound during the air raid siren?

Design black out curtains

Humanities:

Geography - map of countries.

Have an understanding of the players involved in
WWII and some of the reasons behind the war.

Colour code maps and be able to name and
locate countries.

History - impact on people, timeline of events,
real life footage, newspaper evidence

Computing:

Radio broadcasts - read their evacuee letter, with crackle -
play these during lunchtime session

Air raid sirens:

http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips/sounds/air_raid_siren

Chamberlains clips:

<http://www.bbc.co.uk/archive/ww2outbreak/7957.shtml?page=txt>

E-SAFETY

PE:

Dance and Gymnastics:

Linked to WW2 - ideas on a piece of sugar paper, then
turn each one into a movement and put together with
music

Perform in assembly

Objectives covered:

Writing:

Join all letters that should be joined.

Increase legibility, consistency and quality.

Consistently write in cursive style.

Write with speed

Look at genre examples to identify structure, vocabulary and grammar.

Compose sentences building a varied and rich vocabulary and range of sentence structures.

Organise paragraphs around a theme.

Assess own and others writing and suggest improvements.

Look at genre examples to identify structure, vocabulary and grammar.

Compose sentences orally building a varied and rich vocabulary and range of sentence structures.

Use paragraphs to organize and group ideas around a theme.

Assess own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation.

Expand noun phrases by modifying adjectives, nouns and prepositions. Use a range of writing styles confidently and independently.

Maths:

Count in multiples of 6, 7, 9 and 1000.

Find 1000 more or less than a given number.

Recognise the place value of 4 digit numbers.

Order and compare numbers beyond 1000.

Read, write and order numbers to 1,000,000 and know the value of each digit.

Count forwards and backwards in steps of 10 up to 1,000,000.

Interpret negative numbers, counting forwards and backwards in steps of 10.

Mental maths:

Confidently count in 3, 4, 6, 7 times tables and answer corresponding questions with pace.

Confidently know times tables up to 8x10. Be able to answer times tables questions with pace.

Science: Sound and Light

Identify/name a variety of sounds and how the sounds are made.

Compare a variety of sources of sound.

Explain that sound travels and it gets fainter the further away it goes.

Develop understanding of patterns of pitch and volume and explore varying sound systematically.

Explain how sounds are heard (vibrations travel through various materials: solids, liquids, gases to the ear).

Explain how shadows are made when a light source is blocked by something that is not transparent.

Investigate the size of shadows.

Materials:

Explore differences between materials.

Compare group together materials based on findings.

<p>Art:</p> <p>Materials</p> <p>Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.</p> <p>Different pencils for different purpose and effects.</p> <p>Combine materials and give reasons for choices.</p> <p>Expression and Imagination:</p> <p>Respond to the work of others and say how it makes them feel or think and give reasons as to why.</p> <p>Techniques:</p> <p>Manipulating clay using fingers and tools.</p> <p>Decoration techniques such as embossing, engraving and imprinting.</p> <p>Variety of stitching techniques (running, stabbing)</p> <p>Draw outlines with reference to size and shape.</p> <p>Artists:</p> <p>Begin to research great artists and designers through time.</p> <p>Begin to include elements of other artists work in their own.</p> <p>Be able to appraise the work of other artists and designers and say how their work links to their own.</p>	<p>DT:</p> <p>Use research to develop the design of functional and appealing products.</p> <p>Record plan by drawing labeled sketches or writing and discuss this while working.</p> <p>Think ahead about the order of their work and plan tools and materials needed. E.g. Weighing scales, glue gun, ruler.</p> <p>Consider working characteristics of materials.</p> <p>Investigate and analyse a range of existing products.</p> <p>Identify strengths and areas to improve in their own design.</p> <p>Identify what does and does not work in the product.</p> <p>Create shell or frame structures and make structures more stable.</p> <p>Join and combine materials with temporary, fixed or moving joining.</p> <p>Incorporate a circuit with a bulb or buzzer into a model.</p> <p>Use research and develop design criteria to design functional and appealing products that are fit for purpose.</p> <p>Consider different ways in which they can creatively record their planning to engage an audience.</p> <p>Use tools and equipment, including those needed to weigh and measure ingredients, with accuracy.</p> <p>Join and combine a range of materials, some with temporary, fixed or moving joints.</p> <p>Use investigations of existing products to inform planning of their own product.</p> <p>Check their work as it develops and modify approach in light of progress.</p> <p>Discuss how well their product meets the design criteria and the needs of the user.</p> <p>Prototype shell or frame structures.</p> <p>Strengthen frames with diagonal struts: use lolly sticks/card to make levers and linkages</p>	<p>Art:</p> <p>Materials</p> <p>Begin to experiment with different tools for line drawing.</p> <p>Create and make designs with applique onto fabric.</p> <p>Decorate fabric using different materials to finish.</p> <p>Introduce tints and stains to paint work.</p> <p>Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.</p> <p>Expression and Imagination:</p> <p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Techniques:</p> <p>Mixing tertiary colours (browns, neutrals, flesh.)</p> <p>Build up painting techniques (resist work, layering, and scraping.)</p> <p>Use pencils to create tone and shade and intricate marks when drawing.</p> <p>Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.</p> <p>Artists:</p> <p>Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.</p> <p>Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.</p>
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<p>Technology in the real world:</p> <p>Use different font sizes, colours and images purposefully.</p> <p>Choose recipient, forward and add attachments to an email. Save an email to draft and retrieve it before sending.</p> <p>Open received emails and save attachments to appropriate place.</p> <p>Programming</p> <p>To plan simple sequences with algorithms.</p> <p>Use logical reasoning to predict errors.</p> <p>Purposeful application</p> <p>Create and implement programmes to accomplish given goals.</p> <p>Use technology to present data and digital content.</p> <p>E-Safety</p> <p>Recognise unacceptable behaviour online.</p> <p>Identify a range of ways to deal with inappropriate content.</p> <p>Continue to use technology safely and respectfully.</p>	<p>Computing:</p>	<p>Technology in the real world:</p> <p>Know how to use digital tools responsibly to communicate</p> <p>Use search technologies effectively and safely.</p> <p>Programming</p> <p>Use logical reasoning to predict errors.</p> <p>Design a simple programme with a specific focus using algorithms to write the sequence.</p> <p>Use sequence selection and repetition in programmes.</p> <p>Detect and correct errors in algorithms and programmes.</p> <p>Purposeful application</p> <p>Create and implement a range of programmes to accomplish given goals.</p> <p>Use technology to collect and present data and digital content.</p> <p>E-Safety</p> <p>Use technology safely, respectfully and responsibly.</p>
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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Christianity TOPIC: The Old Testament: God and Human Nature (C) THEME: on faith and obedience	Christianity TOPIC: the Old Testament: God and Human Nature (C) THEME: sinfulness/obedience	Christianity TOPIC: The New Testament: the teachings of Jesus THEME: love/the kingdom of Heaven	Christianity TOPIC: The New Testament: The Teachings of Jesus THEME: love/faith	Hinduism TOPIC: What does it mean to be a Hindu? THEME: belief and culture	Hinduism TOPIC: the Hindu Year THEME: traditions and values
GD	Are the biblical creation stories true?	Should we follow biblical rules?	Does God treat people fairly in the parables of Jesus?	Should we love our neighbour?	What reasons and/or evidence support belief in reincarnation?	Can religious rituals (such as Aarti, Homa) make the world a better place?
RA	How do Christians today explain human suffering?	How do Christians interpret teachings from the book of Proverbs today?	How do Christians today understand Jesus' parables?	Which of the Fruits of the Spirit do Christians today find the hardest to demonstrate?	What does the family mean to Hindus today?	Which stories of dharma do Hindus like to remember today and why?
HH	Can we see God's creation, promises and our sinfulness in the world?	Can we imagine what it is like to despair of all man-made glory?	Can we put Jesus of Nazareth aside and celebrate God's presence to all who have him?	Can I use Jesus as my role model and do a charitable act?	Can experience of Indian music, dance and drama help us to understand why Indian culture might be cherished by Hindus living in Britain today?	How does performing rituals of Raksha Bandhan help us understand the value that Hindus place on brother and sister-like relationships?
SS	How do people interpret the story of Noah's Ark differently?	How does the story Moses and the Ten Commandments fit with the Bible's Big Story?	How do your stories from your own life impact on your understanding of these parables?	How do you make sense of Jesus' teachings in the Sermon on the Mount?	What do Hindu stories communicate about God?	Which stories do Hindus celebrate at New Year and why?

PSHE: Health and Wellbeing

Identify what makes a healthy lifestyle and explain how to care for the body.

Understand how bacteria and viruses affect the body.

Begin to discuss changes which happen to the body.

Understand how bacteria and viruses affect the body and how they can be prevented.

Relationships

~~Identify how their behavior impacts on others.~~

~~Understand the different types of relationships.~~

Understand different types of bullying and where to access support.

~~Identify that behaviour choices have consequences.~~

~~Understand how to maintain a positive relationship.~~

Understand the nature and consequences of bullying and racism.

Wider World

~~Show an understanding of values.~~

~~Discuss moral and social issues.~~

~~Discuss/ debate topical issues affecting themselves and others. Understand the importance of saving~~

Investigate topical issues and explore media sources. Ask and respond to questions and questions from others.

Understand roles within society and meet people to discuss these roles. Understand why it is important to care for the environment E-SAFTY and DRUGS and ALCOHOL

Music:

Singing and Performing

~~Perform in a group using voices and instruments with expression.~~

Sing in a round

~~Perform in a group and alone using voices and instruments.~~

Sing in a round and in canon.

Composing

~~Interpret notation of rhythm (not on a stave.)~~

Improvise and compose music for a range of purposes controlling musical qualities.

Listening and Appraising

~~Able to describe and compare moods in different pieces of music.~~

Use critique to improve work.

~~Begin to appreciate and understand different works and composers.~~

~~Listen to live music and evaluate impact.~~

Humanities:

Geography:

Locational Knowledge

~~Locate on a map Human and physical characteristics of the UK.~~

~~Locate on a map Human and physical characteristics of Europe.~~

Place Knowledge

Study geographical similarities and differences between regions in the UK.

Study geographical similarities and differences between countries in Europe.

Human and Physical Geography

Know different types of settlement.

Know where food comes from (trade routes)

Study rivers, mountains, volcanoes and natural disasters.

Geographical Skills and Fieldwork

~~Continue to use globes, maps and atlases to apply knowledge.~~

Use aerial photographs, ordinance survey maps and satellite maps to support study.

LKS2:

Britain stone age to iron age/ Celts e.g.

Early hunter-gatherer's, early farmers, bronze age, iron age,

The Roman Empire and its impact on Britain

e.g. Influence on Lincoln could be a focus, culture and beliefs, roman inventions,

Boudica, Julius Caesar etc.

Local history study e.g. Ireland, Scotland,

Famous invasions or a significant sites in

British history.

Ancient Greece e.g. a study of

achievements and their influence on the western world.

Humanities:

History:

Chronological events

~~Order events over a larger timescale.~~

~~Beginning to think about the impact of historical events/ people.~~

Use of sources

~~Distinguishing between fact and opinions and given reasons.~~

Understanding the difference between primary and secondary sources.

Historical Enquiry

~~Children pose own questions to gain an understanding of the topic.~~

Generate purposeful questions.

~~Analyse and evaluate the impact of significant people/events in history~~

~~Question why something happened and how it impacted people.~~

~~Question why something happened and how it impacted people long term.~~

Vocabulary

~~Language specific to topic (e.g. mummified)~~

UPKS2:

Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066. E.g. Case studies on changing monarchs, Changes in social history i.e. crime and punishment, turning points in British history- the first railways, the battle of Britain, the great wars.

Earliest civilizations - e.g. Inca's, Aztecs.

Non-European society to provide contrasts e.g. Mayan Civilization, African civilizations.

PE Y3

Gymnastics/ Athletics

Control a balance.

Combine techniques for a fluid sequence.

Show control and accuracy within throwing and jumping movements.

Team games

Develop fielding and possession skills.

Begin to apply tactics and rules in a game

Dance and movement

~~Refine movements to create a basic dance sequence to match a purpose.~~

~~Movements begin to show fluidity.~~

Outdoor Adventurous activities

Works collaboratively to move from one place to another using a map. Can identify risks.

PE Y4

Gymnastics/ Athletics

Use a range of throwing, jumping and running speeds with control, accuracy and coordination.

Demonstrate strength and flexibility in movements.

Team games

Apply and explain rules and tactics of a variety of games.

Keep and control the possession of a ball.

Field with control.

Dance and movement

~~Refine movements to create a more complex sequence to match a purpose.~~

~~Movements are clear and fluent.~~

Outdoor Adventurous activities

Works collaboratively using a map to solve problems with confidence. Identify risks and advise others.

Literacy:

Guided Reading: **Wave me Goodbye**: 5 stations,
Reading, reading text and discussing, verbally
answering question, written question, WWII news
Non fiction text - recipes.

Expose them instructional text : how to do
blackout, how to make a gas mask, How to make
a spitfire, How to make Create a rubric/
critique

Look at rationing during WWII
Experience cooking and creating a final beautiful
recipe for the school lunch and give to Alana.

SPAG: bullet points, adverbs, conjunctions , simple/
compound sentences, present tense verbs, a and an,
vowels

Outdoor learning:

Telegraph centre at Porthcurnow - WW2 experience
£4.20 4 hr wrks shop and visit
Truro library archives - workshop

Creative:

Make a ration book - list of items, how much allowed
weekly.

Link to literacy outcome - children to stamp when
costing out their own recipe.

Maths:

1 week - left of place value - rounding link to
recipes.

3 weeks - Addition and Subtraction
Link to cost of items? to cost out recipe, and total
weight of items for the whole school lunch.

Maths Challenges -
Rationing
Enigma code



Mini Outcome

Recipes during WWII

Beautifully presented
recipes and a lunchtime
experience for the whole
school.

Invite people to event

Year	Religion 1
A	Christianity TOPIC: The Old Testament, God and Human Nature (10) THEME: sinfulness/disobedience
GD	Are the biblical creation stories true?
AA	How do Christians today explain human suffering?
HH	Can we see God's creation, promises and our sinfulness in the world?
SS	How do people interpret the story of Noah's ark differently?

RE/Virtues/PSHE

Helpfulness, respect,
courage

Link activities to how
children responded to war -
communities pulling
together.

How do Christians today
explain human suffering?

Can we see God's
creation, promises and our
sinfulness in the world?

Science:

Electricity

Making a candle to use for the WWII lunch.
Understanding of electricity, linking wires
together and how to connect a circuit.

Investigate what stops electricity travelling
through circuit, symbols for components.

Humanities:

Effect of history -
History activities are covered through literacy
[https://the1940sexperiment.com/100-wartime-
recipes/](https://the1940sexperiment.com/100-wartime-recipes/)

Computing:

Link to coding - visit to porthcurnow and morse code.
Children to create their own code to send secret
messages.

Dah Dit - morse code app
Children will experience this at the museum.
link to the enigma machine and decoding messages
during the war.

PE:

Gymnastics - link to climbing over obstacles and
mandating balance. How quickly can they escape?
REAL gym

Writing:

Join all letters that should be joined.

Increase legibility, consistency and quality.

Consistently write in cursive style.

Write with speed

Look at genre examples to identify structure, vocabulary and grammar.

Compose sentences building a varied and rich vocabulary and range of sentence structures.

Organise paragraphs around a theme.

Assess own and others writing and suggest improvements.

Look at genre examples to identify structure, vocabulary and grammar.

Compose sentences orally building a varied and rich vocabulary and range of sentence structures.

Use paragraphs to organize and group ideas around a theme.

Assess own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation.

Expand noun phrases by modifying adjectives, nouns and prepositions. Use a range of writing styles confidently and independently.

Reading:

Read common tricky words, noting the unusual correspondence between spelling and sound.

Test out different pronunciations in longer words.

Independently justify views about what has been read.

Recognise themes in a wide range of texts.

Discuss understanding and explain meaning of words in context.

Discuss words and phrases that capture a reader's interest and imagination.

Generate and ask questions to improve understanding of a text.

Identify how language, structure and presentation contribute to meaning.

Maths:

Round numbers to the nearest 10, 100 or 1000.

Read roman numerals to numerals to 100.

Know how to solve problems using basic number concepts.

Round up to the nearest number including some decimals.

Read roman numerals to 1000 (M) and recognise years written in roman numerals

Add and subtract up to 4 digit numbers.

Use a range of methods to calculate including column addition.

Estimate answers and use inverse operations confidently.

Solve a range of calculations, choosing the correct operation.

Add and subtract whole numbers with more than 4 digits using column addition and subtraction.

Add and subtract large increasingly large numbers mentally.

Add and subtract when solving multi-step problems and explain methods.

Mental maths:

Understand that addition can be done in any order.

Add large numbers by partitioning mentally. E.g. adding tens first, then units and then the total.

Identify near doubles e.g. $35+36=71$

Add and subtract 9 by adding 10 and subtracting 1 using 3 digit numbers.

Use patterns of similar calculations e.g. $4+8=12$, $20+80=120$, $400+800=1200$.

Find a small difference by counting up- up to 4 digit numbers.

Use similar patterns of calculations e.g. $2 \times 3=6$, $2 \times 30=60$, $2 \times 300=600$.

Add and subtract numbers mentally by using knowledge of number bonds to 10 and 100.

Use knowledge of doubles or halves to multiply and divide e.g. Double 34 = $30+30+4+4=68$

Science: Electricity

Describe the use of electricity to power common appliances.

Construct a simple electric circuit.

Use comparative tests to explain conductors

Explain closed/open circuits.

<p>Art:</p> <p>Materials</p> <p>Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.</p> <p>Different pencils for different purpose and effects.</p> <p>Combine materials and give reasons for choices.</p> <p>Expression and Imagination:</p> <p>Respond to the work of others and say how it makes them feel or think and give reasons as to why.</p> <p>Techniques:</p> <p>Manipulating clay using fingers and tools.</p> <p>Decoration techniques such as embossing, engraving and imprinting.</p> <p>Variety of stitching techniques (running, stabbing)</p> <p>Draw outlines with reference to size and shape.</p> <p>Artists:</p> <p>Begin to research great artists and designers through time.</p> <p>Begin to include elements of other artists work in their own.</p> <p>Be able to appraise the work of other artists and designers and say how their work links to their own.</p>	<p>DT:</p> <p>Use research to develop the design of functional and appealing products.</p> <p>Record plan by drawing labeled sketches or writing and discuss this while working.</p> <p>Think ahead about the order of their work and plan tools and materials needed. E.g. Weighing scales, glue gun, ruler.</p> <p>Consider working characteristics of materials.</p> <p>Investigate and analyse a range of existing products.</p> <p>Identify strengths and areas to improve in their own design.</p> <p>Identify what does and does not work in the product.</p> <p>Create shell or frame structures and make structures more stable.</p> <p>Join and combine materials with temporary, fixed or moving joining.</p> <p>Incorporate a circuit with a bulb or buzzer into a model:</p> <p>Use research and develop design criteria to design functional and appealing products that are fit for purpose.</p> <p>Consider different ways in which they can creatively record their planning to engage an audience.</p> <p>Use tools and equipment, including those needed to weigh and measure ingredients, with accuracy.</p> <p>Join and combine a range of materials, some with temporary, fixed or moving joints.</p> <p>Use investigations of existing products to inform planning of their own product.</p> <p>Check their work as it develops and modify approach in light of progress.</p> <p>Discuss how well their product meets the design criteria and the needs of the user.</p> <p>Prototype shell or frame structures.</p> <p>Strengthen frames with diagonal struts, use lolly sticks/card to make levers and linkages</p>	<p>Art:</p> <p>Materials</p> <p>Begin to experiment with different tools for line drawing.</p> <p>Create and make designs with applique onto fabric.</p> <p>Decorate fabric using different materials to finish.</p> <p>Introduce tints and stains to paint work.</p> <p>Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.</p> <p>Expression and Imagination:</p> <p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Techniques:</p> <p>Mixing tertiary colours (browns, neutrals, flesh.)</p> <p>Build up painting techniques (resist work, layering, and scraping.)</p> <p>Use pencils to create tone and shade and intricate marks when drawing.</p> <p>Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.</p> <p>Artists:</p> <p>Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.</p> <p>Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.</p>
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Year	Autumn 1	Autumn 2	Spring 1
A	Christianity TOPIC: The Old Testament: God and Human Nature (C) THEME: sin/desire/victimhood	Christianity TOPIC: The Old Testament: God and Human Nature (C) THEME: sin/desire/victimhood	Christianity TOPIC: The New Testament: The Teachings of Jesus THEME: love/faith
GD	Are the Globalisation claims true?	Should we follow Biblical rules?	Does God treat people fairly in the parables of Jesus?
RA	How do Christians today explain human suffering?	How do Christians interpret teachings from the book of Proverbs today?	How do Christians today understand Jesus' parables?
HH	Can we see God's creation, promises and our sinfulness in the world?	Can we imagine what it is like to despair of all man-made laws?	Can we put issues of fairness aside and celebrate God's goodness to all who love him?
SS	How do people interpret the story of Noah's Ark differently?	How does the story Moses and the Ten Commandments fit with the 'Bible's Big Story'?	How do your stories from your own life impact on your understanding of these parables?

Spring 2	Summer 1	Summer 2
Christianity TOPIC: The New Testament: The Teachings of Jesus THEME: love/faith	Hinduism TOPIC: What does it mean to be a Hindu? THEME: Is there a culture?	Hinduism TOPIC: The Hindu Year THEME: Is there a culture?
Should we love our neighbours?	What reasons and/or evidence support belief in reincarnation?	Can religious rituals (such as Aarti, Homa) make the world a better place?
Which of the Fruits of the Spirit do Christians today find the hardest to demonstrate?	What does the family mean to Hindus today?	Which stories of dharma do Hindus like to remember today and why?
Can I use Jesus as my role model and do a charitable act?	Can experience of Indian music, dance and drama help us to understand why Indian culture might be cherished by Hindus living in Britain today?	How does performing rituals of Raksha Bandhan help us understand the value that Hindus place on brother and sister-like relationships?
How do you make sense of Jesus' teachings in the Sermon on the Mount?	What do Hindu stories communicate about God?	Which stories do Hindus celebrate at New Year and why?

PSHE: Health and Wellbeing

Identify what makes a healthy lifestyle and explain how to care for the body.

Understand how bacteria and viruses affect the body.

Begin to discuss changes which happen to the body.

Understand how bacteria and viruses affect the body and how they can be prevented.

Relationships

~~Identify how their behavior impacts on others.~~

~~Understand the different types of relationships.~~

Understand different types of bullying and where to access support.

~~Identify that behaviour choices have consequences.~~

~~Understand how to maintain a positive relationship.~~

Understand the nature and consequences of bullying and racism.

Wider World

~~Show an understanding of values.~~

~~Discuss moral and social issues.~~

~~Discuss/ debate topical issues affecting themselves and others. Understand the importance of saving~~

Investigate topical issues and explore media sources. Ask and respond to questions and questions from others.

Understand roles within society and meet people to discuss these roles. Understand why it is important to care for the environment E-SAFTY and DRUGS and ALCOHOL

Music:

Singing and Performing

~~Perform in a group using voices and instruments with expression.~~

Sing in a round

~~Perform in a group and alone using voices and instruments.~~

Sing in a round and in canon.

Composing

~~Interpret notation of rhythm (not on a stave.)~~

Improvise and compose music for a range of purposes controlling musical qualities.

Listening and Appraising

~~Able to describe and compare moods in different pieces of music.~~

Use critique to improve work.

Begin to appreciate and understand different works and composers.

Listen to live music and evaluate impact.

Humanities:

Geography:

Locational Knowledge

Locate on a map- Human and physical characteristics of the UK.

Locate on a map- Human and physical characteristics of Europe.

Place Knowledge

Study geographical similarities and differences between regions in the UK.

Study geographical similarities and differences between countries in Europe.

Human and Physical Geography

Know different types of settlement.

Know where food comes from (trade routes)

Study rivers, mountains, volcanoes and natural disasters.

Geographical Skills and Fieldwork

Continue to use globes, maps and atlases to apply knowledge.

Use aerial photographs, ordinance survey maps and satellite maps to support study.

LKS2:

Britain stone age to iron age/ Celts e.g.

Early hunter-gatherer's, early farmers, bronze age, iron age,

The Roman Empire and its impact on Britain

e.g. Influence on Lincoln could be a focus, culture and beliefs, roman inventions,

Boudica, Julius Caesar etc.

Local history study e.g. Ireland, Scotland,

Famous invasions or a significant sites in

British history.

Ancient Greece e.g. a study of

achievements and their influence on the western world.

Humanities:

History:

Chronological events

~~Order events over a larger timescale.~~

~~Beginning to think about the impact of historical events/ people.~~

Use of sources

~~Distinguishing between fact and opinions and given reasons.~~

~~Understanding the difference between primary and secondary sources.~~

Historical Enquiry

~~Children pose own questions to gain an understanding of the topic.~~

~~Generate purposeful questions.~~

Analyse and evaluate the impact of significant people/events in history

~~Question why something happened and how it impacted people.~~

~~Question why something happened and how it impacted people long term.~~

Vocabulary

Language specific to topic (e.g. mummified)

UPKS2:

Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066. E.g. Case studies on changing monarchs, Changes in social history i.e. crime and punishment, turning points in British history- the first railways, the battle of Britain, the great wars.

Earliest civilizations - e.g. Inca's, Aztecs.

Non-European society to provide contrasts e.g. Mayan Civilization, African civilizations.

PE Y3

Gymnastics/ Athletics

~~Control a balance.~~

~~Combine techniques for a fluid sequence.~~

~~Show control and accuracy within throwing and jumping movements.~~

Team games

Develop fielding and possession skills.

Begin to apply tactics and rules in a game

Dance and movement

Refine movements to create a basic dance sequence to match a purpose.

Movements begin to show fluidity.

Outdoor Adventurous activities

Works collaboratively to move from one place to another using a map. Can identify risks.

PE Y4

Gymnastics/ Athletics

~~Use a range of throwing, jumping and running speeds with control, accuracy and coordination.~~

~~Demonstrate strength and flexibility in movements.~~

Team games

Apply and explain rules and tactics of a variety of games.

Keep and control the possession of a ball.

Field with control.

Dance and movement

Refine movements to create a more complex sequence to match a purpose.

Movements are clear and fluent.

Outdoor Adventurous activities

Works collaboratively using a map to solve problems with confidence. Identify risks and advise others.

Literacy:

Guided Reading: **Wave me Goodbye**: 5 stations,
Reading, reading text and discussing, verbally
answering question, written question, WWII news
Writing a diary entry - show them text and
create rubric. Create thinking about language
and linking to understanding from letter writing.

Create rubric and critique

Three activities: Craft: knitting, crochet, peg
dolls, Voirrey

Cooking: chutneys, jams, biscuits

Dance: Dance Halls

SPAG: Revisit previous teaching to be secure

Outdoor learning:



Mini Outcome

Mastery of a skill
- Crafts, dance,
cooking,

Getting an expert
in to support each activity.
Children to choose which one they
want to do as a workshop for the final
outcome.

Creative:

Learning songs to perform at the final outcome and dance
In the mood
Bugle boy
White cliffs of dover
Have yourself a merry little christmas
Let there be peace on earth
Keep the home fires burning

Introduce dynamics, tempo, pulse, rhythm

RE/Virtues/PSHE

Patience, self confidence, caring

Focus on lessons learnt and virtues that children/
families would have needed to get them through the
war experiences.

How did these experiences change people?
DEBATE: Why does war happen

Maths:

2 weeks of addition/subtraction

Multiplication/Division - 2 weeks

Maths Challenges:

Using QR codes to unlock the suitcase of treats
link to computing

Computing:

Dance: Video critique - taught by an expert

Tea party: make a menu/events program for the event

Crafts: Instruction cards for parents, how to make the
crafts.
email invites to people

Science:

Use the candles to light the final event. - display
instructions from making candle.

Humanities:

History:

How through history communities pulled
together.
Updating timeline and discussion around use of
first hand evidence, video, newspaper.

How did this change the world?

PE:

Swimming

Objectives covered:

Writing:

Join all letters that should joined.

Increase legibility, consistency and quality.

Consistently write in cursive style.

Write with speed

Look at genre examples to identify structure, vocabulary and grammar.

Compose sentences building a varied and rich vocabulary and range of sentence structures.

Organise paragraphs around a theme.

Assess own and others writing and suggest improvements.

Look at genre examples to identify structure, vocabulary and grammar.

Compose sentences orally building a varied and rich vocabulary and range of sentence structures.

Use paragraphs to organize and group ideas around a theme.

Assess own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation.

Expand noun phrases by modifying adjectives, nouns and prepositions. Use a range of writing styles confidently and

Reading:

Read common tricky words, noting the unusual correspondence between spelling and sound.

Test out different pronunciations in longer words.

Independently justify views about what has been read.

Recognise themes in a wide range of texts.

Discuss understanding and explain meaning of words in context.

Discuss words and phrases that capture a readers interest and imagination.

Generate and ask questions to improve understanding of a text.

Identify how language, structure and presentation contribute to meaning.

Maths:

Solve a range of calculations, choosing the correct operation.

Add and subtract when solving multi-step problems and explain methods.

Multiplication and Division

Recall multiplication facts to 12x12.

Use place value to multiply and divide mentally.

Recognise and use factor pairs.

Multiply and divide 2 and 3 digit numbers using written methods.

Solve word problems involving multiplying and dividing.

Identify multiples and common factors of numbers.

Know the vocabulary of prime numbers and composite numbers (non-prime)

Calculate prime numbers up to 100 and recall prime numbers to 19.

Recognise square and cube numbers and know how to calculate them.

Mental maths

Shift digits to the left/right to multiply/divide by 10.

Use knowledge of number facts to multiply or divide mentally.

Use knowledge or doubles or halves to multiply and divide e.g. Double 34= 30+30+4+4=68

Know that multiplication and division are inverse operations e.g. 7x5=35 and 35÷5= 7.

Begin to recite equivalent measures.

Mentally order numbers with pace.

Begin to add some simple decimals mentally.

Science:

<p>Art:</p> <p>Materials</p> <p>Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.</p> <p>Different pencils for different purpose and effects.</p> <p>Combine materials and give reasons for choices.</p> <p>Expression and Imagination:</p> <p>Respond to the work of others and say how it makes them feel or think and give reasons as to why.</p> <p>Techniques:</p> <p>Manipulating clay using fingers and tools.</p> <p>Decoration techniques such as embossing, engraving and imprinting.</p> <p>Variety of stitching techniques (running, stabbing)</p> <p>Draw outlines with reference to size and shape.</p> <p>Artists:</p> <p>Begin to research great artists and designers through time.</p> <p>Begin to include elements of other artists work in their own.</p> <p>Be able to appraise the work of other artists and designers and say how their work links to their own.</p>	<p>DT:</p> <p>Use research to develop the design of functional and appealing products.</p> <p>Record plan by drawing labeled sketches or writing and discuss this while working.</p> <p>Think ahead about the order of their work and plan tools and materials needed. E.g. Weighing scales, glue gun, ruler.</p> <p>Consider working characteristics of materials.</p> <p>Investigate and analyse a range of existing products.</p> <p>Identify strengths and areas to improve in their own design.</p> <p>Identify what does and does not work in the product.</p> <p>Create shell or frame structures and make structures more stable.</p> <p>Join and combine materials with temporary, fixed or moving joining.</p> <p>Incorporate a circuit with a bulb or buzzer into a model.</p> <p>Use research and develop design criteria to design functional and appealing products that are fit for purpose.</p> <p>Consider different ways in which they can creatively record their planning to engage an audience.</p> <p>Use tools and equipment, including those needed to weigh and measure ingredients, with accuracy.</p> <p>Join and combine a range of materials, some with temporary, fixed or moving joints.</p> <p>Use investigations of existing products to inform planning of their own product.</p> <p>Check their work as it develops and modify approach in light of progress.</p> <p>Discuss how well their product meets the design criteria and the needs of the user.</p> <p>Prototype shell or frame structures.</p> <p>Strengthen frames with diagonal struts, use lolly sticks/card to make levers and linkages</p>	<p>Art:</p> <p>Materials</p> <p>Begin to experiment with different tools for line drawing.</p> <p>Create and make designs with applique onto fabric.</p> <p>Decorate fabric using different materials to finish.</p> <p>Introduce tints and stains to paint work.</p> <p>Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.</p> <p>Expression and Imagination:</p> <p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Techniques:</p> <p>Mixing tertiary colours (browns, neutrals, flesh.)</p> <p>Build up painting techniques (resist work, layering, and scraping.)</p> <p>Use pencils to create tone and shade and intricate marks when drawing.</p> <p>Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.</p> <p>Artists:</p> <p>Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.</p> <p>Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.</p>
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<p>Technology in the real world:</p> <p>Use different font sizes, colours and images purposefully.</p> <p>Choose recipient, forward and add attachments to an email. Save an email to draft and retrieve it before sending.</p> <p>Open received emails and save attachments to appropriate place.</p> <p>Programming</p> <p>To plan simple sequences with algorithms.</p> <p>Use logical reasoning to predict errors.</p> <p>Purposeful application</p> <p>Create and implement programmes to accomplish given goals.</p> <p>Use technology to present data and digital content.</p> <p>E-Safety</p> <p>Recognise unacceptable behaviour online.</p> <p>Identify a range of ways to deal with inappropriate content.</p> <p>Continue to use technology safely and respectfully.</p>	<p>Computing:</p> <p>Technology in the real world:</p> <p>Know how to use digital tools responsibly to communicate</p> <p>Use search technologies effectively and safely.</p> <p>Programming</p> <p>Use logical reasoning to predict errors.</p> <p>Design a simple programme with a specific focus using algorithms to write the sequence.</p> <p>Use sequence selection and repetition in programmes.</p> <p>Detect and correct errors in algorithms and programmes.</p> <p>Purposeful application</p> <p>Create and implement a range of programmes to accomplish given goals.</p> <p>Use technology to collect and present data and digital content.</p> <p>E-Safety</p> <p>Use technology safely, respectfully and responsibly.</p> <p>Know what it means to be a responsible digital citizen.</p>
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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Christianity TOPIC: The Old Testament: God and Human Nature (C) THEME: sin/fallen/disobedience	Christianity TOPIC: The Old Testament: God and Human Nature (C) THEME: sinfulness/disobedience	Christianity TOPIC: The New Testament: The Teachings of Jesus THEME: love/the kingdom of heaven	Christianity TOPIC: The New Testament: The Teachings of Jesus THEME: love/ethics	Hinduism TOPIC: What does it mean to be a Hindu? THEME: Is there a culture?	Hinduism TOPIC: The Hindu Year THEME: Tradition and culture
CC	Are the Biblical creation stories true?	Should we follow Biblical rules?	Does God treat people fairly in the parables of Jesus?	Should we love our neighbours?	What reasons and/or evidence support belief in reincarnation?	Can religious rituals (such as Arjya Homai) make the world a better place?
AA	How do Christians today explain human suffering?	How do Christians interpret teachings from the book of Proverbs today?	How do Christians today understand Jesus' parables?	Which of the Fruits of the Spirit do Christians today find the hardest to demonstrate?	What does the family mean to Hindus today?	Which stories of dadas do Hindus like to remember today and why?
HH	Can we see God's creation, promises and our selfishness in the world?	Can we imagine what it is like to be afraid of all man-made idols?	Can we put Jesus of Nazareth aside and celebrate God's oneness to all who hear him?	Can I use Jesus as my role model and do a charitable act?	Can experience of Indian music, dance and drama help us to understand why Indian culture might be cherished by Hindus living in Britain today?	How does performing rituals of Raksha Bandhan help us understand the value that Hindu's place on brother and sister-like relationships?
SS	How do people interpret the story of Noah's ark differently?	How does the story Moses and the Ten Commandments fit with the Bible's Big Story?	How do your stories from your own life impact on your understanding of these parables?	How do you make sense of Jesus' teachings in the Sermon on the Mount?	What do Hindu stories communicate about God?	Which stories do Hindus celebrate at New Year and why?

PSHE: Health and Wellbeing

Identify what makes a healthy lifestyle and explain how to care for the body.

Understand how bacteria and viruses affect the body.

Begin to discuss changes which happen to the body.

Understand how bacteria and viruses affect the body and how they can be prevented.

Relationships

Identify how their behavior impacts on others.

Understand the different types of relationships.

Understand different types of bullying and where to access support.

Identify that behaviour choices have consequences.

Understand how to maintain a positive relationship.

Understand the nature and consequences of bullying and racism.

Wider World

Show an understanding of values.

Discuss moral and social issues.

Discuss/ debate topical issues affecting themselves and others. Understand the importance of saving

Investigate topical issues and explore media sources. Ask and respond to questions and questions from others.

Understand roles within society and meet people to discuss these roles. Understand why it is important to care for the environment
E-SAFTY and DRUGS and ALCOHOL

Music:

Singing and Performing

Perform in a group using voices and instruments with expression.

Sing in a round

Perform in a group and alone using voices and instruments.

Sing in a round and in canon.

Composing

Interpret notation of rhythm (not on a stave.)

Improvise and compose music for a range of purposes controlling musical qualities.

Listening and Appraising

Able to describe and compare moods in different pieces of music.

Use critique to improve work.

Begin to appreciate and understand different works and composers.

Listen to live music and evaluate impact.

Humanities:

Geography:

Locational Knowledge

Locate on a map- Human and physical characteristics of the UK.

Locate on a map- Human and physical characteristics of Europe.

Place Knowledge

Study geographical similarities and differences between regions in the UK.

Study geographical similarities and differences between countries in Europe.

Human and Physical Geography

Know different types of settlement.

Know where food comes from (trade routes)

Study rivers, mountains, volcanoes and natural disasters.

Geographical Skills and Fieldwork

Continue to use globes, maps and atlases to apply knowledge.

Use aerial photographs, ordinance survey maps and satellite maps to support study.

LKS2:

Britain stone age to iron age/ Celts e.g.

Early hunter-gatherer's, early farmers, bronze age, iron age,

The Roman Empire and its impact on Britain

e.g. Influence on Lincoln could be a focus, culture and beliefs, roman inventions,

Boudica, Julius Caesar etc.

Local history study e.g. Ireland, Scotland,

Famous invasions or a significant sites in

British history.

Ancient Greece e.g. a study of

achievements and their influence on the western world.

Humanities:

History:

Chronological events

Order events over a larger timescale.

Beginning to think about the impact of historical events/ people.

Use of sources

Distinguishing between fact and opinions and given reasons.

Understanding the difference between primary and secondary sources.

Historical Enquiry

Children pose own questions to gain an understanding of the topic.

Generate purposeful questions.

Analyse and evaluate the impact of significant people/events in history

Question why something happened and how it impacted people.

Question why something happened and how it impacted people long term.

Vocabulary

Language specific to topic (e.g. mummified)

UPKS2:

Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066. E.g. Case studies on changing monarchs, Changes in social history i.e. crime and punishment, turning points in British history- the first railways, the battle of Britain, the great wars.

Earliest civilizations - e.g. Inca's, Aztecs.

Non-European society to provide contrasts e.g. Mayan Civilization, African civilizations.

PE Y3

Gymnastics/ Athletics

Control a balance.

Combine techniques for a fluid sequence.

Show control and accuracy within throwing and jumping movements.

Team games

Develop fielding and possession skills.

Begin to apply tactics and rules in a game

Dance and movement

Refine movements to create a basic dance sequence to match a purpose.

Movements begin to show fluidity.

Outdoor Adventurous activities

Works collaboratively to move from one place to another using a map. Can identify risks.

PE Y4

Gymnastics/ Athletics

Use a range of throwing, jumping and running speeds with control, accuracy and coordination.

Demonstrate strength and flexibility in movements.

Team games

Apply and explain rules and tactics of a variety of games.

Keep and control the possession of a ball.

Field with control.

Dance and movement

Refine movements to create a more complex sequence to match a purpose.

Movements are clear and fluent.

Outdoor Adventurous activities

Works collaboratively using a map to solve problems with confidence. Identify risks and advise others.

Resources:

Cakes
Tea pots, cups and saucers,
table cloths

Dance music
Evacuation letters
craft materials

Display boards
Children to dress up



VE day celebration

What:
End of War Celebration

Where:
Trereife House

When:
11th December 2017

Costs: £1000

Trevarno - £50

Britain and the Blitz and bus: £10 per child
Porthcurnow telegraph museum

Amazon:
Consortium: £416

Adults and responsibilities:

Tiffany/Sharon/Kerry/Richard

TA's Bridget
Kelda
Laura
Shirley
Gisele

Responsibilities:

Work to be displayed:

Evacuation letters
Children to wear their gas mask boxes and
labels
Diary entries displayed
Singing songs

Children input:

Children to lead workshops:

Craft
Dance
Tea Party

Virtues timetable

Week 1 4/9	Unity	Week 23 5/3	Honesty
Week 2 11/9	Friendliness	Week 24 12/3	Justice
Week 3 18/9	Co-operation	Week 25 19/3	Flexibility
Week 4 25/9	Helpfulness	Week 26 26/3	
Week 5 2/10	Respect	Week 27 16/4	Determination
Week 6 9/10	Courage	Week 28 23/4	Generosity
Week 7 16/10			
Week 8 30/11	Patience	Week 29 30/5	Excellence
Week 9 6/11		Week 30 7/5	Self - discipline
Week 10 13/11	Self - confidence	Week 31 14/5	Forgiveness
Week 11 20/11		Week 32 21/5	
Week 12 27/11	Caring	Week 33 21/5	Creativity
Week 13 4/12			
Week 14 13/12	Thankfulness	Week 34 4/6	Love
Week 15 1/1	Enthusiasm	Week 35 11/6	
Week 16 8/1	Trust	Week 36 18/6	Courtesy
Week 17 15/1	Peacefulness	Week 37 25/6	
Week 18 22/1		Week 38 2/7	Compassion
Week 19 29/1	Kindness	Week 39 9/7	
Week 20 5/2		Week 40 16/7	Joyfulness
Week 21 19/2	Perseverance	Week 41 23/7	
Week 22 26/2			

To be covered: Optimism, Loyalty, Tolerance, Understanding

