

REAL PROJECTS



R
rigorous

E
engaging

A
authentic

L
learning



Story Telling Trail around the School

Term: Summer 2021

Class: Phase 1

Classroom Immersion: Hessian/
Cavedrawings

Trips/Experiences: Beach trip/ St Michael's
Mount

Experts: Secondary Schools to support.
Aaron Becker online interviews.

Launch: Beach trip

Legacy -Videos of shadow puppet stories -
QR codes



ESSENTIAL
QUESTION

If Pictures Could Talk What Would They Say?

Literacy:

Outcome - Historical narrative based on cave drawings -

Grammatical focus - past/present tense
Modal verbs
Fact/opinion
Fronted adverbials

Instruction writing - how to make your own fossil

Story texts:

The First Drawing - Mordicai Gerstein
Fossil - Bill Thompson
Fossil DK Eyewitness

Maths:

Following RTP - additions and subtraction
Multiplication and division
Fractions

Sumdog set as weekly homework

Science -

Fossils and types of rocks

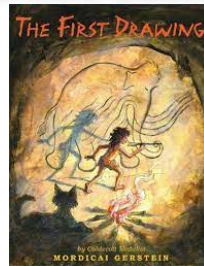
See jobs

- Science experiment to compare rock erosion
- Collection and comparison of different soils
- Making own fossils using plaster of paris

Launch - beach trip, looking for anything that might tell a story - driftwood, sea glass etc, where has it come from and how has it become what it is? St Michaels Mount? - Check opening. Collect rocks for science.

Mini Project:

Write a historical narrative based on cave drawings



Humanities:

Geography - locate where cave drawings have been found, in the South of France and Northern Spain

Geography - links to science topic -rocks and fossils

History - identify the era that cave drawings were created and how they relate time-wise to other historical events

How do we use historical artefacts:

What do you know? What do you think you know? What do you want to know?

Creative:

Creating own cave art
Creating own fossils

**Sensory sand try - collections of rocks/
collections from the beach**

Jobs

- Drawing copies of original cave drawings and identifying animals
- Identifying difference between manmade and natural rocks
- Sorting variety of rocks using Venn diagrams
- Identifying different properties for different rocks and their uses
- Story board to show how fossils are formed
- Identifying different fossils activity

Jobs (Literacy)

- Diary entry of a cave boy
- Speech bubbles
- Character descriptions
- Handwriting and Spelling tasks

PE:

Athletics
Hockey

Literacy:

Outcome - Illustrated diary entry - sequel to book 'Town by the Sea' - as the boy enters the world of mining as a teenager

'In the morning it goes like this...'
'In the afternoon it goes like this...'
'In the evening it goes like this...'

Ipads to record ideas, talking tins and push button to explain pictures (barefoot pathways)

SPAG:

Present perfect tense - I **have** been
Speech bubbles/punctuation
Conjunctions and prepositions
Fronted adverbials

Creative:

Art in the style of *Town is by the Sea* to illustrate own diary entry

Story texts:

Town is by the Sea - Joanne Schwartz
Hello Lighthouse - Sophie Blackall

Maths:

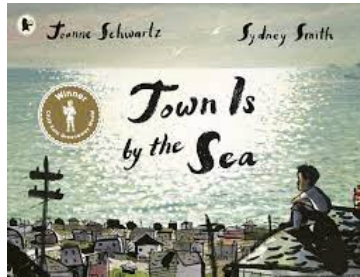
Following RTP - additions and subtraction
Multiplication and division
Fractions

Sumdog set as weekly homework

Science:

See above/below

Mini Project Town is by the Sea



Humanities:

History - identify the era that mining towns were operational and how they relate time-wise to other historical events

Look into what life was like as young boys - going into mining, expectation of work, working condition

RE/Virtues/PSHE

- Relationships with others
- RSE Lifewise

What do Hindu stories communicate about god?

Computing:

E-Safety
Coding - scratch

PE:

Gymnastics
Hockey

Literacy:
Context:

Using structure of 'The First Drawing' and 'Town by the Sea', children to write their own 'daily life' story in Penzance

Oracy performance

Final Outcome

Story telling trail - cave art, light stories, shadow portraits

Creative

Outcome - creating puppets for light/shadow story

Maths:

<http://glowmathsplanning.com/ks1.html>

Following RTP - additions and subtraction
Multiplication and division
Fractions

Sumdog set as weekly homework

Mini Project

Shadow puppet story telling

Creating 3D images to use in light story telling
Writing our own record



RE/Virtues/PSHE

- Problem solving and time Management
- RSE Lifewise

Which stories do Hindus celebrate at New Year and why?

Science:

'Light walk' - going around the school and outside identifying different light sources

Identifying night and day and what makes them so

Identifying shadows and how they are formed, and how they behave - shadow art outside? Victorian shadow portraits? How shadows outside change throughout the day.

Identifying and explaining reflected light

Jobs

- Designing light characters for story
- Drawing and cutting out light shadows of stories
- Investigation into shadows
- Investigation into mirrors and how they reflect light - reflection tasks to meet maths objectives
- Sumdog
- Spelling/Handwriting

Computing:

Movie making - recording light stories

PE:

Gymnastics
Hockey

Yr 3 and Y4 Reading:

1. Apply knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet.
2. Read further exception words, noting the unusual correspondence between spelling and sound.
3. Teaching should be aimed more at developing vocabulary and breadth of reading.

Yr 3 and Y4 Comprehension:

1. listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and text books.
2. Read books that are structured in different ways.
3. Use dictionaries to check the meaning of words.
4. Discuss words and phrases that capture a reader's interest and imagination.
5. Increasing familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally
6. Identifying themes and conventions in a wide range of books
7. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
8. Discussing words and phrases that capture the reader's interest and imagination
9. Recognising some different forms of poetry
10. Checking the text makes sense to them, discussing their understanding and explain the meaning of words in context
11. Asking questions to improve their understanding of the text
12. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
13. Predicting what might happen from details stated and implied
14. Identifying main ideas drawn from more than 1 paragraph and summarising these
15. Identifying how language, structure and presentation contribute to meaning
16. Retrieve and record information from non-fiction
17. Participate in discussions about books read to them and read by them and those read by themselves taking turns and listen to what others say.

Yr 3 and Y4 Handwriting and Presentation:

1. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left unjoined.
2. Increase the legibility, consistency and quality of their handwriting

Yr 3 and 4 Composition:

1. Look at genre examples to identify structure, vocabulary and grammar to help me plan my own writing.
2. Discuss and record ideas using the drafting process.
3. Compose and rehearse sentences orally building a varied and rich vocabulary and range of sentence structures.
4. Organise paragraphs around a theme.
5. Develop setting, character and plot in narrative.
6. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
7. Assess the effectiveness of their own and others' writing and suggest improvements.
8. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
9. Check spelling and punctuation.
10. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
11. Adapt form and style for purpose.

Yr 3 and Y4 Spelling:

1. Use further prefixes and suffixes and understand how to add to them. Check appendix 1
2. Spell further homophones
3. Spell words that are often misspelt. Check appendix 1
4. Place the apostrophe accurately in words with regular plurals and I words with irregular plurals
5. Use the first 2 or 3 letters of a word to check its spelling in the dictionary
6. Write from memory simple sentences, dictated but the teacher, that include words and punctuation taught so far

	Aut	Spr	Sum
1			
2			
3			
4			
5			
6			

Y3 Punctuation:

- 1 Use capital letters, full stops, ? and ! consistently.
- 2 Identify and explain where punctuation is used correctly and incorrectly, e.g. , , ? ! and " " .
- 3 Commas to separate items in a list
- 4 Use apostrophes to indicate singular possession and for contractions
- 5 Introduce inverted commas within direct speech.

	Aut	Spr	Sum
1			
2			
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4			
5		Y	

Y4 Punctuation:

- 1 Use capital letters, full stops, ? and ! consistently.
- 2 Identify and explain where punctuation is used correctly and incorrectly, e.g. , , ? ! and " " .
- 3 Commas to separate items in a list
- 4 Use apostrophes to indicate singular possession and for contractions.
5. Apostrophes to mark plural possession
6. Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; The conductor shouted, "Sit down!"]
7. Use of commas after fronted adverbials

	Aut	Spr	Sum
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2			
3			
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7			

Grammar:

1. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
2. Using the present perfect form of verbs in contrast to the past tense
3. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
4. Use conjunctions, adverbs and prepositions to express time and cause
5. Using fronted adverbials

	Aut	Spr	Sum
1			
2			
3	Y		
4	Y		
5			

Year 3: Detail of content to be introduced (statutory requirement)

Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech

Year 3: Detail of content to be introduced (statutory requirement)

Terminology for pupils	adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
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Year 4: Detail of content to be introduced (statutory requirement)

Word	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day</i> , <i>I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Maths Y3 Place value:

I can count from 0 in multiples of 4,8,50 and 100.

I can find 10, 100 or 1,000 more or less than a given number.

I can recognise the place value of 3 digit numbers.

I can order and compare numbers up to 1000.

I can identify, represent and estimate numbers using different representations.

Addition and subtraction:

I can add and subtract numbers mentally including 3 digit numbers ie 1s to a 3 digit number and 10s to a 3 digit number and 100s

I can add up to 3 digit numbers using written methods.

I can subtract up to 3 digit numbers using written methods.

I can use column method for addition and subtraction.

I can estimate answers and use inverse operations confidently.

I can solve a range of calculations, choosing the correct operation, in a variety of contexts.

I can solve missing number problems involving addition and subtraction.

Multiplication and division:

I can recall multiplication facts for the 3 x table.

I can recall multiplication facts for the 4 x table.

I can recall multiplication facts for the 8 x table.

Use place value to multiply and divide mentally by 10.

I can multiply 2 and 3 digit numbers using written methods.

I can divide 2 and 3 digit numbers using written methods.

I can solve problems, including missing numbers, involving multiplication and division.

Fractions and decimals:

I can recognise and show equivalent fractions.

I can recognise, find and write fractions of a discrete set of objects, unit fractions and non-unit fractions with small denominators.

I can count up and down in tenths.

I can add and subtract fractions with the same denominator.

I can compare and order unit fractions with the same denominator.

I can solve simple measures i.e. money problems involving up to two decimal places.

I know how to find fractions of a number or shape such as $\frac{3}{5}$ $\frac{1}{4}$ or $\frac{4}{6}$

Measurement:

I can use vocabulary such as o'clock, am/pm, morning, afternoon, midday and midnight.

I can tell and write the time from an analogue clock. I can use Roman numerals from I to XII and 12 and 24hr clocks.

I can read time to the nearest minute.

I can add and subtract different units of measurement, length, weight and capacity.

I can measure the perimeter and calculate the area of squares and rectangles by counting and calculating.

I can estimate, compare and calculate different measures including pounds and pence.

I can add and subtract amounts of money to give change using £ and p in practical contexts.

Geometry:

I can compare and classify 2D and 3D shapes.

I know an angle is used to measure how far something turns.

I can tell whether angles are greater or less than a right angle.

I know about simple lines of symmetry and create own shapes to show this.

I can describe positions on a grid in the first quadrant.

Plot points to draw given shapes including polygons.

Statistics:

I can present data in a clear and concise way.

I know how to construct bar charts and time graphs.

I can solve problems by taking information from bar charts, pictograms, tables and other graphs.

Yr 3 and 4 working scientifically - skills

Ask relevant questions and using different types of scientific enquiries to answer them

Set up simple practical enquiries, comparative and fair tests

Make careful observations and take accurate measurements, using different equipment

Gather, record, classify and present data in a variety of ways

Record findings using scientific language, diagrams, keys, and charts

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Identify differences, similarities or changes related to simple scientific ideas and processes

Use straightforward scientific evidence to answer questions or to support their findings

Y3 Plants:

Identify and describe the functions of different parts of flowering plants: root, stem/trunk, leaves and flowers

Explore the requirements for different plants for life and growth and

Investigate how water is transported within plants

Explore that part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed

Y3 Animals including humans

Identify humans and some animals have skeletons and muscles for support and movement.

Identify that animals including humans need nutrition and get it from what they eat

Y3 Rocks:

Compare and group together different types of rocks on the basis of their appearance and simple physical properties

Describe in simple terms how fossils are formed

Recognise that soils are made from rocks and organic matter

Y3 Light:

Recognise that they need light in order to see things and that dark is the absence of light

Notice that light is reflected from surfaces

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Know how shadows are formed.

Find patterns in the way that the size of shadows change

Y3 Forces and Magnets

Compare how things move on surfaces

Notice that some forces need contact between 2 objects but that magnetic objects can act at a distance

Observe how magnets attract or repel each other

Identify magnetic and non-magnetic materials

Describe magnets as having 2 poles

Predict whether 2 magnets will repel or attract each other.

Art:

Materials

Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.

Different pencils for different purpose and effects.
Combine materials and give reasons for choices.

Expression and Imagination:

Respond to the work of others and say how it makes them feel or think and give reasons as to why.

Techniques:

Manipulating clay using fingers and tools.

Decoration techniques such as embossing, engraving and imprinting.

Variety of stitching techniques (running, stabbing)

Draw outlines with reference to size and shape.

Artists:

Begin to research great artists and designers through time.

Begin to include elements of other artists work in their own.

Be able to appraise the work of other artists and designers and say how their work links to their own.

DT:

Use research to develop the design of functional and appealing products.

Record plan by drawing labeled sketches or writing and discuss this while working.

Think ahead about the order of their work and plan tools and materials needed. E.g. Weighing scales, glue gun, ruler.

Consider working characteristics of materials.

Investigate and analyse a range of existing products.

Identify strengths and areas to improve in their own design.

Identify what does and does not work in the product.

Create shell or frame structures and make structures more stable.

Join and combine materials with temporary, fixed or moving joining.

Incorporate a circuit with a bulb or buzzer into a model.

Computing:

Technology in the real world:

Use different font sizes, colours and images purposefully.

Choose recipient, forward and add attachments to an email. Save an email to draft and retrieve it before sending.

Open received emails and save attachments to appropriate place.

Programming

To plan simple sequences with algorithms.

Use logical reasoning to predict errors.

Purposeful application

Create and implement programmes to accomplish given goals.

Use technology to present data and digital content.

E-Safety

Recognise unacceptable behaviour online.

Identify a range of ways to deal with inappropriate content.

Continue to use technology safely and respectfully.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Christianity TOPIC: The Old Testament: God and Human Nature (1) THEME: sinfulness/disobedience	Christianity TOPIC: The Old Testament: God and Human Nature (2) 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: belief vs culture	Hinduism TOPIC: The Hindu Year THEME: festivals and values
DD	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 Aditya Homa) 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 Hindu's today?	Which stories of deities 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 idols?	Can we put issues of fairness aside and celebrate God's openness 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 Hindu's 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 you 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.

Relationships

Identify how their behavior impacts on others.
Understand the different types of relationships.
Understand different types of bullying and where to access support.

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

Drugs and Alcohol:

Begin to identify legal substances that affect the body e.g. smoking/ alcohol.
Identify safety risks and understand stranger danger.

Music:

Singing and Performing

Perform in a group using voices and instruments with expression.
Sing in a round

Composing

Interpret notation of rhythm (not on a stave.)

Listening and Appraising

Able to describe and compare moods in different pieces of music.
Use critique to improve work.

Humanities:

Geography:

Locational Knowledge

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

Place Knowledge

Study geographical similarities and differences between regions in the UK.

Human and Physical Geography

Know different types of settlement.
Know where food comes from (trade routes)

Geographical Skills and Fieldwork

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

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.

Use of sources

Distinguishing between fact and opinions and given reasons.

Historical Enquiry

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

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

Question why something happened and how it impacted people.

Vocabulary

Language specific to topic (e.g. mummified)

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

Basic skills

Throw and catch a ball with control.
Strike a ball with control.

Resources:

FINAL OUTCOME

Costs:

What:

Where: homes (tbc)

When:

Adults and responsibilities:

Work to be displayed:

Children input:

Virtues timetable

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

