

Wheal Luna – Spring Term 2024



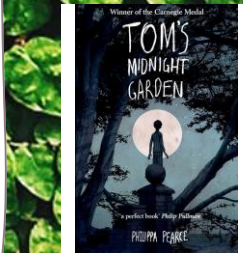
Project

We are learning about: **Allotment**

This project will focus our learning on farming and agriculture in the UK and around the world. We will explore the different types of farming in the UK from small allotments to large intensive farming methods as well as investigating where our food comes from and the importance of seasonality.

We will be visiting local farms and growing our own fruit and vegetables in school.

We are reading...



Languages – French

- 1- Learn the eight nouns and matching gender articles for the different pets
- 2- Consolidation of new 'Pets' vocabulary. Use of "J'ai..." ("I have...") plus a pet and we will also introduce the connective "et" ("and")
- 3- Further development of our French knowledge by introducing, learning and using the structure "qui s'appelle..." ("that is called...")
- 4- Further linguistic progress by learning how to use the negative structure "je n'ai pas de / d'..."
- 5- The children will be shown how to link all their new language together and will also be introduced to a new connective "mais" ("but")
- 6- To revise all language covered so far and complete assessment for the unit.

End Point: - Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.

History

Allotment

- Investigate the impact that the British Empire had on food and tastes in Britain.
- Explore our local community in the past. Where were the farms? How far did people travel for food? Make comparisons between pre-industrial revolution Britain and post.

End Point: Knowledge of the impact that imperialism had on Britain.
Develop understanding of how industrialization has impacted local communities.

Science

Living Things and Their Habitats

1. I can reflect on prior knowledge and ask scientific questions.
2. I can describe life processes of reproduction in plants.
3. I can describe the life cycle of a mammal with reference to Jane Goodall's work with chimpanzees.
4. I can explain metamorphosis and give examples.
5. I can describe the difference in the life cycle of an amphibian and an insect.
6. I can describe the differences in the life cycle of a mammal, an amphibian, an insect, and a bird.

End Point: Children can build on prior knowledge, understand the life cycle of different types of plants and animals, and begin to explain how plants reproduce.

Geography

Allotment

- Explore food production in the UK using maps – grid references
- Identify different climate zones and where food travels from to the UK – interconnected locations
- Identify physical geographical features that influence the development of settlements.
- Identify land use in our local area and compare with a contrasting location in the UK.

Explore how climate change is impacting food production across the globe.
End Point: Knowledge of interconnectedness of the UK and wider world through trade.
Understanding of climate zones and biomes of the globe.

R.E.

- 1-Muslims in the UK today.
- 2-The five pillars- Value and challenge of following.
- 3-The festival of Eid-ul-Adha.
- 4-Significance of the Holy Quran.
- 5-The Holy Quran and other guidance for Muslims- How do they put the words and actions into practice?

End Point: • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)

Art

1. Learn about the life and work of Arcimboldo analysing seasons portraits. Focus on use line/colour to create highlight and shade.
2. Observe and draw fruit/veg achieving competence in hatching cross hatching, tipping scumbling focussing on different pencils to create highlight and shade in 3D form.
3. Explore mixing primary to make secondary colours using different proportions to create complementary or contrasting colour palette
4. Refine paint techniques to create shadow and shade by layering, developing shade, tone or tint.
5. Apply line, paint techniques to create a portrait in the style of Arcimboldo..
6. Evaluate portrait and share ideas and inspiration. Explain techniques used and justify choices.

End Point: Knowledge/skills in developing line techniques. Applying colour and line techniques to 3D form.

Music

1. Listen and Appraise: Make You Feel My Love
2. Listen and Appraise: Comparing Bob Dylan and Adele Versions of the song.
3. Learn to Sing Make you feel my Love. Begin Playing Instruments with it.
4. Learn to Sing Make you feel my Love. Begin Playing Instruments with it.
5. Improvise and Compose with Make you Feel My Love
6. Improvise and Compose with Make you Feel My Love
Perform Make you Feel My Love
End point: children perform in a class performance of Make You Feel My Love, using voices and glockenspiels.

PSHE

Keeping Safe

Children will look at ways of making the correct choices even when pressured by their friends to do otherwise.

End point: Children will show an understanding of drugs and have an understanding of the legal status of these.

Computing

1. To explain what makes a video effective
2. To identify digital devices that can record video
3. To capture video using a range of techniques
4. To create a storyboard
5. To identify that video can be improved through reshooting and editing
6. To consider the impact of the choices made when making and sharing a video
7. **End point: Children will produce a short film.**

PE

Children will be taking part in orienteering challenges around the school's new orienteering course.

1. To know how to set/orientate a simple map and keep it set whilst on the move.
2. To use the legend to become familiar with features on an orienteering map.
3. To understand the purpose of thumbing the map
4. To understand STAR orienteering.
5. To understand SCORE orienteering.

End Point: Take part in outdoor and adventurous activity challenges both individually and within a team; Compare their performances with previous ones and demonstrate improvement to achieve their personal best.