

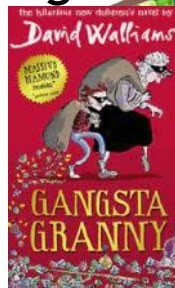
Wheal Harmony Autumn 1 Term 2023



Memory Box!

Can you remember being small? Being a baby and learning to crawl? Do you recall a favourite toy, maybe a teddy bear or a favourite book? Look back at family photos of special occasions, perhaps holiday snapshots or a birthday or two. Remember a wedding or a christening and find a funny photo of your parents when they were young. Learn how to write a diary of days gone by and find out about the days before you were born: it's called history and it's all about the past. Then make a special box, a memory box, to keep special things safe. In years to come, you can revisit them and remember how you looked when you were young. Memories are special. Let's make some more.

We are reading...



The Owl Babies Martin Waddell

My Grandma is wonderful
Nick Butterworth

My Grandpa is amazing
Nick Butterworth

History

1. Identifying living memory and placing events on a simple timeline.
2. Describe important events in the history of the school.
3. Use artefacts to ask questions about how people lived in the past (beyond living memory).
4. Explore how transport has changed through the ages.
5. Investigate how toys have changed over time.
End point:

Develop understanding of chronology and what makes up living memory and the time beyond living memory.
Understand how aspects of life have changed over time.

Science

1. I can reflect on prior knowledge and ask scientific questions.
2. I can draw my body and label the parts.
3. I can explain which body parts are used to see, hear, taste, smell and feel.
4. I can use my senses to be a sense detective.
5. I can identify and describe common animals.
6. I can sort animals based on whether they are carnivores, omnivores or herbivores.
End point: To know that animals can be divided into vertebrates and invertebrates: to classify and compare animals into fish, amphibians, reptiles, birds and mammals: to learn about carnivores, herbivores and omnivores: to label basic parts of the human body.

Geography

1. Use digital mapping (digimaps) to compare maps of our local area. What are they key differences?
2. Identify key human features that have changed over time.
3. Carry out fieldwork to identify how our school grounds could be improved.

End point:

Developing knowledge of local area and how it links to the wider community and further afield

R.E.

1. To explore the idea that created things have a creator.
2. To explore the idea of God the creator.
3. To understand the meaning of prayer and write a prayer thanking god.
4. To understand how we show gratitude for the 'harvest' and how this can be celebrated.
5. To ask big questions such (If there was a creator of the world, what would you ask?)

End Point

To have an understanding of big ideas such as creation and prayer.

ART

1. Learn about the life and work of Frida Kahlo analysing chosen portrait.
2. Focus on line techniques wavy, straight, joining and leaf patterns.
3. Develop tone shade and tint : green
4. Explore different portraits then sketch and practise 'face drawing' and placing the features in correct proportions.
5. Use creativity and techniques learned to create 'backdrop'.
6. Use creativity and techniques learned to create 'portrait'.
7. To evaluate portrait and share ideas and inspiration.

End point: To identify and use line and colour mixing techniques and recall key facts about the life and work of Frida Kahlo.

Music

Charanga Music

1. To sing and perform

Hey You!

We walk x Banana rap

2. To understand 'the beat' and keep the beat with body arts and non tuned percussion instruments.

3. To listen to a variety of songs from the past.

End point: To enjoy and perform a variety of songs.

PE

PSHE

Me and My Relationships

To understand emotions and how they can affect relationships.

1. Our ideal classroom
2. How are you feeling today?
3. Let's all be happy!
4. Being a good friend.
5. Types of bullying

End point:

To show ways in which they can be a good friend to others.

Computing

1. To identify technology
2. To identify the main parts of a computer and ipad.
3. To use a touch screen in different ways.
4. To use a keyboard to type on an ipad.
5. To use the keyboard to edit a text.
6. To create rules for using technology responsibly.

End Point:

To name key parts of a computer and digital device and to use appropriately.

French

1- To learn how to name (with accurate pronunciation) and remember the first five (of a total ten) colours in French.

2- To learn how to say five more colours in French.

3- To consolidate the words in French for the ten colours (rouge, jaune, bleu, vert, gris, blanc, violet, orange, marron & noir).

4- To learn how to count from 1-5 in French.

5- To consolidate all previously learnt language in week 4 and learn how to count to ten in French.

6- To consolidate all previously learnt language in week 4 and learn how to count to ten in French

End point:

-Say 10 common colours in French.

-Count from 1-10 in French..

Dance

To listen to music and move in time to the beat.

To perform basic dance moves.

To respond to a story with body movement.

To perform dance movements with control.

End point:

To create and perform a dinosaur dance.