

Wheal Busy - Spring Term 2025



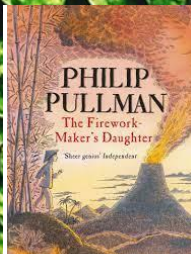
Project

We are learning about:

Rocks, Relics and Rumbles

We will learn about the different layers of the Earth, including plate tectonics and their potential effects on the Earth's surface. Then we will investigate different types of rock to learn about their uses and properties. Children will also investigate soil and fossils, including learning about the work of Mary Anning. They will have the opportunity to use maps to learn about the lines of latitude and longitude. We will also learn about volcanoes, earthquakes and tsunamis and the long and short-term consequences that these can have.

We are reading...



History

Rocks, Relics and Rumbles

1. I can explore the life and achievements of Mary Anning.
2. I can investigate the eruption of Pompeii and its archaeological significance.
3. I can analyse historical sources to make inferences about the lives of the residents of Pompeii.

End Point: Children can recognise the impact that geology has had on history.

Science

Rocks and fossils

1. I can reflect on prior knowledge and ask scientific questions.
2. I can compare and group rocks based on their physical appearance.
3. I can make systematic and careful observations by examining different types of rocks.
4. I can explain how fossils are formed.
5. I can research Mary Anning's contribution to paleontology.
6. I can recognise that soils are made from rocks and organic matter. I can examine soil.

End point: Children can explore different kinds of rocks and soils, including those in the local environment.

Languages-French

Les legumes

1. I can learn how to name remember five in French.
2. I can learn five more nouns for vegetables in French.
3. I can learn how to say "a kilo of..." plus a vegetable in French.
4. I can use Je voudrais ... ("I would like...") plus a quantity of various vegetables.
5. I can use the conjunction "et" ("and") and list what vegetables I would like.

End Point: Children will know the names for vegetables in French.

Geography

Rocks, Relics and Rumbles

1. I can explore the layers of the Earth and how tectonic plates are pieced together.
2. I can examine maps of plate boundaries and identify key physical features located at each boundary.
3. I can map locations of earthquakes and volcanoes and explore which type of play boundary forms these.
4. I can locate highest points in the UK and make global comparisons.
5. I can explore why people settle in volcanic regions and identify the importance of agriculture in these regions.
6. I can describe the human impact of earthquakes with case studies in recent significant quakes and their lasting impact.

End Point: children to have a deeper understanding of the Earth's Geology.

R.E.

Christianity

- 1-What can you remember about Holy week?
- 2-How might Mary have felt as she watched the trial of Jesus?
- 3-Why do Christians call the day when their saviour died Good Friday?
- 4-What might a Christian want to tell others about the Easter story?
- 5-What might a Christian think is the most important part of the Easter story?

End Point: Children can explain the importance of Holy Week to Christians.

Art

1. I can learn about the life and work of William Morris, analysing his floral designs.
2. I can focus on line techniques drawing real flowers using shading techniques to create 3D effect.
3. I can explore colour palette and use chalks, pastels to blend and mix colour.
4. I can apply line techniques to create a design in the style of William Morris.
5. I can use mono print technique to create a print using the design created.
6. I can evaluate my printing and share ideas and inspiration.

End point: Children develop their knowledge and skills in developing line techniques. They can apply line and printing techniques to create a William Morris design.

Music

1. I can start to learn the song 'Stop', including learning the rap part.
2. I can take part in vocal warm up games.
3. I can learn and perform the song 'Stop'.
4. I can compose a rap.
5. I can perform rap compositions.

End point: children perform the rap they have composed in a group.

PSHE

1. I can learn some of the ways in which families differ from each other.
2. I can identify some common features of positive family life.
3. I know how people within families should care for each other.
4. I know how to ask for help.

End point: Children will understand how family relationships can be similar and how they can be different.

Computing

Online safety

1. I understand that other people's work belongs to them.
2. I understand that information about people is stored online.

Scratch programming

1. I can explain how a sprite moves in an existing project
2. I can create a program to move a sprite in four directions
3. I can develop my program by adding features.
4. I can design and create a maze-based challenge

End point: Children create a programme that moves an object around a screen.

PE

Dance

1. I can use three levels in a dance: low, medium and high.
2. I can dance in unison with a partner or group.
3. I can dance in canon when performing with a group.
4. I can show a range of pathways when performing in dance.
5. I can show a range of formations when performing.
6. I can perform with timing, expression and energy.

End point: Children will work together to perform their dance.