

# Wheal Harmony - Spring Term 2024

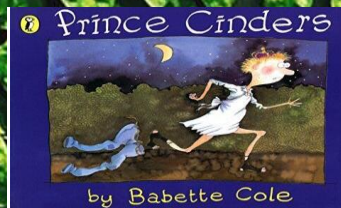


## Project

We are learning about:  
Towers, turrets and tunnels.

This term we will be exploring castles, turrets, towers, tunnels and bridges. The term begins with our 'Wow' day where we will be exploring life in medieval times. In DT we will be looking at how we can make structures solid and strong. We will be investigating structures from around the world and our local area. In geography we will investigate bridges, towers and tunnels around the world. Children will be using atlases to identify countries around the world that have famous tunnels, towers and bridges. In history children will explore castles from the past and what they looked like. They will also look at how castles have developed over time and identify features of them. We shall also learn about what life was like living in castle. The home learning this term is a choice of 3 activities!

We are reading...



## Languages

### French Nursery rhymes

1. Familiar nursery rhyme and song Brille, Brille Petite Étoile in French.
2. Familiar song Les Petits Poussins in French, starting to explore the patterns and sounds of language through songs and rhymes.
3. Introduce the children to the familiar nursery rhyme and song Le Vieux MacDonald in French.
4. Introduce the children to the familiar nursery rhyme Un Éléphant Se Balançait in French.
5. Explore the patterns and sounds of language through the familiar nursery rhyme and song L'Araignée Gipsy in French.
6. Introduce the children to the familiar nursery rhyme and song Les Roues de L'Autobus in French, starting to explore the patterns and sounds of language through songs and rhymes.

## Geography

### Structures around the world & local bridges.

1. Identifying human and physical features in the local environment (fieldwork)
2. Plot notable castles on UK map identifying countries and capital cities.
3. Compare physical geographical features of the location of 2 different UK castles.
4. Explore great towers and notable structures from around the world
5. Investigate bridges in the local area – identify map symbols for bridges. What are they made from? What shapes are they?

**End Point: Knowledge of how humans interact with their environment and how human features impact the environment. Developing map reading skills at a range of scales.**

## History

### Castles and castle life, and significant people.

1. Investigate the first castles in the British Isles and the role they played
2. Discover how castles changed over time.
3. Describe the role of a monarch
4. Create timeline of British monarchs from living memory to beyond living memory.
5. Investigate the Gunpowder Plot and the life of Guy Fawkes.
6. Explore how tunnels were used in 'The Great Escape'.

**End Point: Developing knowledge of chronology of the British Isles. Understanding of historical enquiry methods and the impact that individuals can have on the lives of others.**

## Science

### Everyday materials (Y1 & 2)

1. Distinguish between an object and the material from which it is made.
2. Identify and name a variety of everyday materials.
3. Describe the simple physical properties of a variety of everyday materials.
4. Compare and group together a variety of everyday materials
5. Identify and compare the suitability of a variety of everyday materials for particular uses
6. Find through experiments how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
7. Investigate which materials are suitable for bridge building.

## R.E.

### Judaism: Who is Jewish & how do they live?

1. Special items- which objects are special to you, special Jewish objects.
2. Jewish beliefs about Goad as expressed in the Shema.
3. Mezuzah- What is it? How is it used?
4. Jewish stories- The call of Samuel/ David and Goliath.
5. Special Jewish celebrations

### Faith Communities

1. Belonging- symbols of belonging and what they mean- Christian and Muslim.
2. Everyone is valuable- The story of the lost sheep + Muslim teaching.
3. Baptism and dedication actions and symbols. Compare with Jewish welcoming ceremony- naming ceremony for girls.
4. Wedding ceremonies- Christian and Jewish.
5. Belonging to a community religious or no religious (school/ local community)

## Art

### Art focus: 3D form

#### Showcase: Fire Sculpture in clay

#### Artist: Noriko Kuresumi

1. Learn about the life and work of Noriko Kuresumi analysing sea sculptures.
2. Focus on line techniques wavy, jagged, stippling, scumbling, hatching.
3. Explore 'hot' colours and mix secondary from primary colours.
4. Explore flame shapes by watching film then sketch form using different materials.
5. Create cylindrical form, apply flame shapes, line techniques in clay.
6. Use colour mixing to create 'hot' colour and pattern on flame sculpture.
7. Evaluate sculpture and share ideas and inspiration.

## Music

### In the Groove & Round and round

- Listen and appraise
- Musical activities
- Perform the song

## PE

- Ball skills
- Tennis

## DT

### Mechanisms- Designing & making a mechanical monster

#### 1. Pivots, levers and linkages

To look at objects and understand how they move

#### 2: Making linkages

To look at objects and understand how they move

#### 3: Designing my monster

To explore different design options

#### 4: Making my monster

To make a moving monster

#### 5. Evaluating my monster design

## Computing

### Grouping data

Children are able to use technology to appropriately create groups in a variety of ways.

Label objects

Identify those objects can be counted

Describe objects in different ways

Count objects with the same properties

Compare groups of objects

Answer questions about groups of objects

### Data and information – pictograms

Recognise that we can count and compare objects using tally charts

Recognise that objects can be represented as pictures

Create a pictogram

Select objects by attribute and make comparisons

Recognise that people can be described by attributes

Explain that we can present information using a computer

## PSHE

### Keeping Safe

Super sleep

Who can help? (1)

Good or bad touches?

Sharing pictures

What could Harold do?

Harold loses Geoffrey

### Rights and Respect

Harold has a bad day

Around and about the school

Taking care of something

Harold's money

How we should look after ourselves

Basic First Aid