

Wheal Luna - Autumn Term 2023



Project

We are learning about: **Fallen Fields**

This project will focus our learning on the First and Second World Wars. We will explore the events that led to the outbreak of both wars, the experiences of warfare on the battlefields of Europe and what life was like on the home front, comparing our local area to other parts of the UK.

We will discover the influence that the wider British Empire had both on the initial outbreak of war, during the two conflicts and in the post-war period.

We are reading...



Languages – French

- 1- Introduce the new vocabulary connected to the weather in French.
 - 2- To consolidate work on the weather.
 - 3- To use new weather language in a listening exercise integrating days of the week.
 - 4- To learn how to read a weather map and describe the weather in different parts of the country.
 - 5- To use all the weather information learnt in this unit to be French weather presenters.
 - 6- To revise all language covered so far and complete assessment for the unit.
- End Point:** - Recognise and recall the 9 weather expressions in French from memory.
-Ask what the weather is today and give a reply in French.

History

Fallen Fields

- Explore the long-term and short-term causes of WWI (MANIA)
 - Place key events that led to outbreak of war on a timeline.
 - Investigate the Christmas Truce and evaluate various sources to identify the truth.
 - Explore how the home front was affected by War in Europe. – war memorials, food rationing etc.
 - Describe the development of weaponry and the impact it had on trench warfare.
 - Use a timeline to map significant battles and explore the impact they had on the war.
- Evaluate the Treaty of Versailles and predict how it may affect future relations between the opposing sides.
- End Point:** Deeper understanding of the impact WWI had on the lives of people living in Britain today.
Knowledge of the chronology of the British Isles and

Geography

Fallen Fields

- Locating countries involved in World War I
 - Explore maps of Europe and the changes that occurred after WWI.
 - Local Links – Visit war memorial and identify where local soldiers travelled – sphere of influence.
- Explore maps of Europe and the changes that occurred after WWI.

End Point: Understanding of how to interpret aerial photographs and ask geographically relevant questions.

Science

Electricity

1. Reflect on prior knowledge and ask scientific questions.
2. I can explain the importance of electricity.
3. I can research uses for electricity.
4. I can construct an electrical circuit.
5. I can associate the brightness of a light or volume of a buzzer with the number of volts used in a circuit.
6. I can use recognised symbols when drawing a representation of a simple circuit.

End Point: Children can build on prior knowledge, construct simple series circuits to answer questions about what happens when they try different components; represent a simple circuit in a diagram using recognised symbols.



R.E.

1-What do Christians believe about God? Build a God

2-Christian worship songs.

3-Cathedral architecture – how different parts express ideas about God being holy and loving.

4-Express learning creatively.

5-What does God hate? Sin.

End Point: Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed

Art

1. Learn about the life and work of John Nash/Singer analysing war art.
2. Focus on line techniques and drawing the human form including shading using hatching, cross hatching, scumbling and stippling.
3. Explore colour palette in war art . Mix colours to create own colour palette.
4. Explore footage of war to create own 'war scene' and sketch mindful of one point/2 point and 3 point perspective.
5. Use paint, 'war' colour palette and 1,2 or 3 point perspective to create and war scene landscape..
6. Evaluate landscape and share ideas and inspiration. Justify choice of technique, perspective and how they're used colour and form to create mood of scene.

End Point: Knowledge/developing skills in creating tone, shade, tint. Perspective to create the illusion of distance. Link the use of techniques to creating a mood or a feeling in the scene.

Music

1. *Listening – to listen to and appraise the song Let Living on a Prayer*
2. *Listening – to find and keep the pulse whilst listening to the music.*
3. *Musical Activities – to sing along to the song.*
4. *Musical Activities – to improvise to the song.*
5. *To perform alongside the song using a glockenspiel.*
6. *To improvise alongside the song on a glockenspiel. To perform and evaluate.*

End point: children perform in a class performance of Living on a Prayer, using voices and glockenspiels.

1.

PSHE

Me and My Relationships

1. *To be able to work in a team and define the qualities.*
2. *Recognise challenges that arise from friendships.*
3. *Recognise emotional needs and how to support them.*
4. *Identify assertive behaviours.*
5. *Describe ways in which people show their commitment to each other*

End point: children can identify appropriate behaviour based on their relationships.

Computing

1. *To explain that computers can be connected together to form systems.*
2. *To recognise the role of computer systems in our lives.*
3. *To recognise how information is transferred over the internet.*
4. *To explain how sharing information online lets people in different places work together*
5. *To contribute to a shared project online.*
6. *To evaluate different ways of working together online.*

End point: Children will understand how to stay safe in a connected world. Children will understand how data can be shared via the internet.

PE

Tag rugby

Taught by coaches from the Cornish Pirates.

Hockey

1. I can show good control when moving in different directions by dribbling.
2. I can pass with good control and accuracy, and more into a space at speed.
3. I can tackle a player with control and time it correctly to win the ball.
4. I can mark my opponent with success and organise others in my team.
5. I can hit a moving ball into a goal from different angles with some success.

End point: children can pass and receive a hockey ball, including when moving. They can tackle and play in small sided hockey games