

# Wheal Busy – Summer Term 2 2024



## Project

We are learning about:  
**Traders and Raiders**

This term we will be sailing back to the Dark Ages, where battles were rife and fear reigned.

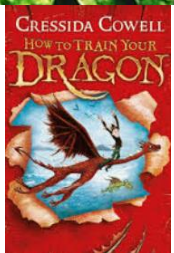
Wheal Busy will be learning about the lives of the Saxons, including how they lived and where they came from.

Then we will meet the bloodthirsty Vikings from Scandinavia.

Children will learn about events surrounding the invasion of Britain by Anglo-Saxons and Vikings.

They will investigate how life changed in Britain during this time and what settlements were like.

We are reading...



### Languages – French

1. To ask someone how they're feeling and be able to respond.
2. To ask someone's name and be able to respond.
3. To consolidate numbers 1-20.
4. To ask someone how old they are and respond.
5. To ask someone where they live and respond.
6. To revise all language and use in discussions.

**End Point:** - Children are able to use basic greetings in French and ask and answer questions in a discussion.

## History

### Traders and Raiders

1. To use timelines to identify significant events following the Romans' departure from Britain.
2. To investigate the achievements of St Bede and his impact on our understanding of British history.
3. To explore the everyday life of Anglo-Saxon settlers and make comparisons with the lives of Vikings.
4. To investigate Viking battle techniques and draw conclusions about what made them so successful.

**End point:** Children understand what life was like in Britain during the Anglo-Saxon and Viking era.

## Geography

### Traders and Raiders

1. To investigate the map route of Saxon and Viking invaders using maps of the UK.  
To identify the countries that invaders came from using maps of Europe.
2. To use ordnance survey maps of the South West of England to locate Saxon settlements.
3. To design a sketch map of Saxon settlements using grid references to identify key human and physical features.

**End point:** Children can use a range of maps and atlases to locate routes of settlers in the Dark Ages. They can describe what Anglo-Saxon and Viking settlements were like.

## Science

### Sound

1. To reflect on prior knowledge and ask scientific questions.
2. To identify how sounds are made and associate them with something that vibrates.
3. To recognise that vibrations from sound travel through a medium to the ear.
4. To measure the vibrations produced by instruments and find patterns between volume and vibrations.
5. To explore ways to change the pitch of sounds by creating an instrument with high and low sounds.
6. To recognise that sounds get fainter as the distance from the source increases.

**End Point:** Children can explain how we hear and what affects the sounds we hear. They can plan experiments to investigate scientific questions and can discuss their results.



## R.E.

### **Celebrations.**

1. To learn about Christian baptism, confirmation and communion.
2. To learn about the Jewish bar and bat mitzvah.
3. To compare Christian and Hindu weddings.
4. To map milestones of life's journey.

**End point: Children have knowledge of celebrations and milestones in different religions.**

## Art

### **Sculpture**

1. To learn about the life and work of Antony Gormley.
2. To develop line techniques using different pencils.
3. To add shading for 3D effect when drawing.
4. To create a sculpture of the human form.
5. To build sculptures using papier mache or clay.
6. To add texture and colour to sculptures.

**End Point: Children will have created a 3D sculpture of a Viking God. They will have developed techniques of 3D drawing and sculpting.**

## Music

### **Blackbird**

1. Learn to sing 'Blackbird' by the Beatles.
2. Listen to and appraise other songs by 'The Beatles'.
3. To improvise with voices and instruments.
4. To perform compositions.
5. To prepare for performance.
6. To perform compositions along with the song.

**End Point: Children have learned to sing 'Blackbird' and perform along with it. They have listened to other Beatles songs and joined in to discussions about them.**

## PSHE

### **Growing and changing**

1. To describe changes that happen.
2. To understand how puberty can have an emotional impact.
3. To identify and name parts of the body.
4. To prepare for changes at puberty.
5. To understand the difference between safe and unsafe secrets.
6. To understand the commitment of marriage.

**End point: Children understand the impact of puberty on body and mind.**

## Computing

### **Desktop publishing**

1. To recognise how text and images convey information.
2. To recognise that text can be edited.
3. To choose appropriate page settings.
4. To add content to a publication.
5. To consider how different layouts suit different purposes.
6. To consider the benefits of desktop publishing.

**End Point: Children are able to combine text and images on desktop publishing apps.**

## PE

### **Rugby**

Rugby skills taught by Cornish Pirates coach.

**End Point: Children develop ball control skills and contributions to team games.**