

Wheal Luna - Autumn Term 2022



Project

We are learning about:
The Frozen Kingdom.

We are
reading...

This term, we'll start by making and observing icebergs. We'll then find out more about them using non-fiction books. We'll learn technical vocabulary so we can write reports in the role of engineers. Using globes and maps, we'll identify the polar regions, comparing the Arctic and Antarctic. We'll also think about how we can protect the polar environment. Then, we'll investigate the tragic story of the RMS Titanic, and find out about the people on board. We'll download images of polar features and save our information in digital folders. When we're more familiar with the polar regions, we'll write exciting stories, poems and diary entries from the perspective of brave explorers.



Languages – French

1. To learn the months of the year.
2. To say the date in French.
3. To learn how to say when their birthday is.
4. To create French calendars.

End Point: Children to recognise and recall the months of the year, to link it to their own birthday and specific dates.

History

Frozen Kingdom

1. Explore a timeline of key events in polar exploration.
2. Investigate the lives of significant polar explorers and the impact they had on our understanding of these regions.
3. Analyse sources to make inferences about the Titanic disaster

End point: Children develop their understanding of the chronology of historical events and historical enquiry techniques.

Geography

Frozen Kingdom

1. Locate polar regions and make comparisons between them.
2. Use thematic maps (mapping sea ice) to identify changes in polar regions.
3. Analyse sources to identify changes in global temperature and the impact this will have on polar regions.
4. Describe the greenhouse effect and identify carbon producing landmarks in our local area.
5. Identify causes and effects of global warming.
6. Identify ways to promote changes that can have a positive impact on climate change.

End point: Understanding how climate change is impacting polar regions and how polar regions are linked to the wider world through causes and effects of global warming.

Science

Living Things and Their Habitats

1. To give reasons for classifying plants and animals based on specific characteristics.
2. To describe how living things are classified into broad groups according to common observable characteristics, including micro-organisms, plants and animals.
3. To give reasons for classifying plants and animals based on specific characteristics.
4. To describe and investigate helpful and harmful microorganisms.
5. To explain the classification of organisms found in the local habitat.

End Point: children to sort and group animals based on their features. To name different types of microorganisms and investigate their characteristics.

R.E.

Creation and Science: Conflicting or complementary?

1. Identify what type of text some Christians say Genesis 1 is, showing awareness of different interpretations.
2. Explore Cosmology and evolution approaches.
3. Make clear connections between Genesis 1 and Christian belief about God as the Creator.
4. Explore the Christians who are scientists.

End Point: Weighing up how far the Genesis 1 creation narrative is in conflict or is complementary with a scientific account, giving good reasons for their views.

Art

Inspired Artist: Kenijauk Ashvak

1. Learn about the life and work of Kenijauk Ashvak and analyse use of colour and simplistic design.
2. Explore contrasting colours and create a contrasting pairs of colours palette.
3. Observe and draw polar animals using different methods.
4. Observe photographs of Artic landscape, *aurealis borealis* to draw a landscape 1,2,3 point perspectives.
5. Use drawing in previous lesson to create a relief print of Artic landscape.

End Point: Showing an understanding of Inuit art to create their own art in that style.

Music

Happy – Pharrell Williams

1. Listening – To describe the structure, instruments.
2. Listening – to describe the musical dimensions.
3. Musical Activities – play and copy back using three notes: A, G and B.
4. Musical activities – playing instrumental parts with the song by ear and from notation, then improvise using the same three notes.
5. Compose a simple melody using simple rhythms choosing from notes A, G, B, C and E.

End point: Children to perform a song / piece of music to their class and then discuss how they did it.

PSHE

Me and My Relationships

1. To demonstrate a collaborative approach to a task.
2. To know the difference between negotiating and compromise.
3. To recognise some of the challenges that arise from friendships.
4. Recognise and empathise with patterns of behaviour in peer group dynamics.
5. Understand that everyone has the right to be free to choose who and whether to marry.

End Point: Children can explain bystander behaviour, giving examples of negotiation and compromise.

Computing

Communication and Collaboration

1. To identify how to use a search engine.
2. To describe how to search engines select results.
3. To explain how search results are ranked.
4. To recognise why the order of results is important, and to whom.
5. To recognise how we communicate using technology.
6. To evaluate different methods of online communication.

End point: Children will understand how to stay safe in a connected world. Children will recognise how search bias can alter results gained from internet searches and why this is.

(e-Safety lessons taught during the term too)

PE

Basketball

1. To be able to dribble the ball at waist height using their preferred hand.
2. To perform a stride, stop, jump stop and pivot with some control.
3. To be able to use their body to protect the ball when dribbling.
4. To perform the defensive stance when actively trying to defend a target.
5. To be able to dodge around a player when dribbling the ball.

End point: children to play and embrace the rules of Basketball, inspiring others with their fair play, being gracious in victory and defeat.