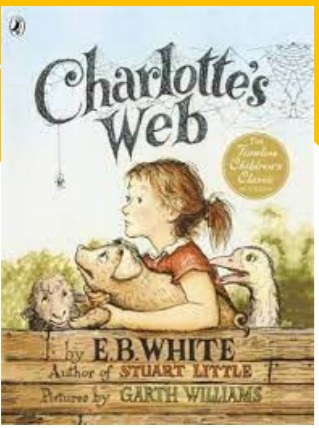




Amazing Animals

Our class text this term is:
Charlotte's Web.



Science

Intent:
Children will be taught how scientists group objects in different ways. They will use and create their own classification keys. A variety of different animals will be discussed and how changes in the environment can impact living things.

- Sequence of Lessons:**
1. How do Scientists group living things?
 2. What are the five main groups of vertebrates?
 3. Which invertebrate can you name?
 4. What are the main characteristics of mammals?
 5. How do I create my own classification Key?
 6. Why are bees in danger?

Vocabulary
Environment, flowering, nonflowering, plants, animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, human impact.



RE

Intent:
Exploring the importance of family and home in Judaism by looking at how important festivals are celebrated.

- Sequence of Lessons:**
1. What do Jewish families celebrate every week?
 2. What does Rosh Hashanah festival ask Jews to consider?
 3. How do Pesach/Passover celebrations link to freedom?
 4. Why are the Ten Commandments important to Jews?
 5. Is gratitude important?
 6. How does Jewish family life encourage personal reflection?

Vocabulary
Celebrations, Torah, Sabbath, commandments, festival, Rosh Hashanah, Yom Kippur, Pesach, Passover, creation, Exodus, Seder plate, equinox, slavery, freedom.

Outcome/Composite
Children will complete a mind map answering the key learning questions.

DT

Intent:
Children will evaluate timers and design their own mindful timer using a micro bit

- Sequence of Lessons:**
1. To create a design criteria for an electronic timer based on analysis of existing products
 2. To apply understanding of computer programming to instruct and control a Microbit to function as a timer
 3. To design, make and develop a prototype case for my mindful moment timer
 4. To design a logo for a mindfulness company using computer-aided design

Vocabulary
Research advantage disadvantage criteria design ergonomic
Timer program loop coding
Block variable pause bug
Debug instructions net
Template develop join assemble

Outcome/Composite
Programming a Micro:bit to time a set number of seconds/minutes upon button press.

ICT Internet y4

Intent:
Recognising the internet as a network of networks including the WWW, and why we should evaluate online content

- Sequence of Lessons:**
1. To describe how networks physically connect to other networks
 2. To recognise how networked devices make up the internet
 3. To outline how websites can be shared via the World Wide Web (WWW)
 4. To describe how content can be added and accessed on the World Wide Web (WWW)
 5. To recognise how the content of the WWW is created by people
 6. To evaluate the consequences of unreliable content

PSHE

We will discuss our strengths and goals. Identify different career paths. Explore factors that influence job decisions (stereotypes, family, values, and money). Explain key skills that will help me get a job. Identify a range of different education and training opportunities.

Humanities

Geography
Where do you live and what places are special to you? Children will locate England – Cornwall – St Erth on a map, alongside some key special places such as the playground, beach, and school.

History
On Tuesday 10th October the children will attend a special 'History of Cornwall' session at Hayle library. The morning will include a workshop session and an interactive theatre experience.

PE - Tag Rugby

Intent:
To build upon physical literacy development in KS1 and apply these skills to tag rugby

- Sequence of Lessons:**
1. Can you throw a rugby ball with accuracy?
 2. Can you pass the ball backwards in a line of players?
 3. Can you select the best way to attack and defend the opposing team?
 4. Can you select the best ways to defend?
 5. Can you select the best ways to attack and defend?

Vocabulary
Phase, offside, knock on, pass, side-step, interception

Outcome/Composite
I can take part in a full game of tag rugby and demonstrate I understand the rules and apply some tactics.

Music

Intent:
Children will explore how emotions and feelings influence music.

- Sequence of Lessons:**
1. How are moods and feeling expressed in music?
 2. How can music help my well-being?
 3. Can I identify instruments which are used to express different feelings and emotions?
 4. Can I create sounds to represent moods and feelings?

Outcome/Composite
Children will select sounds and compose their own feelings and emotions song.

FRENCH



Children will continue to build their bank of French vocabulary. Our unit this term supports our term topic—amazing animals and me. Children will also learn the present tense of the verb 'to be.'

1. What are some of the key French words that we use everyday?
2. What pets do you have?
3. Can you name 10 farm animals?
4. Can you name 10 wild animals?
5. What's your favourite colour?
6. Big or small? Tall or short?

