



Spring 1

Year 4/5

VALUE: Compassion

Class: Lynher



Lesson Sequence

ENGLISH	MATHS	SCIENCE	GEOGRAPHY	RE	PSHE
<p>The Write Stuff</p> <p>Reading VIPERS</p>	<p>White Rose maths</p>	<p>Developing Experts</p> <p>Living Things and Their Habitats</p>	<p>What have the Galapagos Islands taught us about life on earth?</p>	<p>Understanding Christianity</p> <p>What does it mean to be a Hindu in Britain today?</p>	<p>SCARF</p> <p>Keeping Safe</p>
<p>Writing The Write Stuff</p> <p>Narrative. Mystery. The Whale</p> <p>Non-fiction. Article. Ban on social media for under 13 year olds.</p> <p>Reading VIPERS 2 x a week class novel: Impossible Creatures by Katherine Rundell</p> <p>3 x a week cross curricular reading: Cornwall Animals</p>	<ul style="list-style-type: none"> Fractions Multiplication and division 	<ol style="list-style-type: none"> Explore different habitats. Research a habitat. Explore how animals can be classified. Create a classification key. Adaptation and classification within species. Explore and classify pond plants. 	<ol style="list-style-type: none"> Where are the Galapagos Islands and how do I get there? Why did Charles Darwin visit these miraculous islands? How has rewilding supported the conservation of this finite eco-system? How are tourists impacting the Galapagos islands finite eco-system? How might global warming affect the Galapagos Islands' dream-like environment? 	<ol style="list-style-type: none"> How do Hindus show their faith? What do Hindus believe and how do they worship their Gods? What is the life of a Hindu child like? A Hindu life - what is important? What is the significance of Dharma to Hindus? 	<ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them. Suggest simple strategies for managing risk. Suggest strategies for managing dares. Describe stages of identifying and managing risk. Understand that we can be influenced both positively and negatively. Know and explain strategies for safe online sharing. Understand and explain the implications of sharing images online without consent. Suggest strategies for limiting the spread of infectious diseases. Describe safe behaviours when using communication technology.
<p>Core Knowledge Develop understanding of the concepts set out in English Appendix 2 (NC) Understand and Indicate grammatical and other features Use and understand grammatical terminology.</p>	<p>Core Knowledge Multiples of 10, 100 Factor pairs Multiples and common multiples. Fractions – equivalent fractions on a number line. Compare and order fractions. Convert improper to mixed numbers.</p>	<p>Core Knowledge Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>Core Knowledge The Galapagos Islands protect their wildlife for the purposes of research. There are 19 islands which have formed around volcanoes. The Galapagos Islands are off the west coast of South America and belong to Ecuador. Charles Darwin visited in 1835 when he developed his theories on evolution.</p>	<p>Core Knowledge Children will have some knowledge of the basic beliefs of Hindus and where many Hindus live. Children will understand that Hindus believe in a God / many Gods.</p>	<p>Core Knowledge The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to recognise and report feelings of being unsafe or feeling concerned. The importance of self-respect and how this links to one's own happiness.</p>



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ART	DT	MUSIC	MFL	PE	Personal Development
AccessArt		SingUp	Language Angels	Getset4PE	Compassion
<p>Exploring Still Life</p> <p>Children are introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects, and then go on to explore a project, either working in collage, photography and paint, clay relief, or graphic still life. Children will consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work.</p>	<p>Food technology.</p> <p>Following a recipe to make an Indian snack.</p>	<p>Songs of the week in assemblies and class.</p> <p>Anti-bullying rap. Learn and sing.</p> <p>Exploring and developing playing skills using the glockenspiel.</p>	<p>En classe</p> <ol style="list-style-type: none"> 1. Contents of pencil pots 2. Classroom furniture 3. Introduction of negative form 4. Mon, ma, mes, ton, ta, tes 5. What is in your pencil case? 6. Talk about what is the classroom 	<p>GoActive sports coaches 1 day per week</p> <p>Class PE 1 day per week</p>	<p>Theme: SCARF curriculum - Valuing Difference</p> <p>Anti-bullying week</p> <p>British Values</p> <p>Key figures of diversity</p> <hr/> <p>Link</p> <p>Understanding our feelings and believing in ourselves. Develop understanding that everyone is different – emphasis on race/religion (protected characteristics) – discussion of individual liberty, tolerance, respect. Key figures that had a particular passion – what impact have they had on history/people of their community?</p>
<p>Core Knowledge</p> <p>That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.</p>	<p>Core Knowledge</p> <p>Understanding of basic sewing skills including threading a needle, a running stitch and tying off a thread.</p>	<p>Core Knowledge</p> <p>Will build on the previous Glockenspiel unit taught in Autumn term 1 2024.</p>	<p>Core Knowledge</p> <p>Understanding how to say what I have in my pencil pot. "I have..." "I don't have..." Vocabulary of classroom objects.</p>	<p>Core Knowledge</p> <p>Physical: pace, sprint, jump for distance, throw for distance.</p> <p>Social: collaboration, leadership.</p> <p>Emotional: perseverance, determination, honesty.</p> <p>Thinking: reflection, observing and providing feedback.</p>	<p>In</p> <p>South Crofty Mining</p> <p>Out</p> <p>Nancarrow farm</p>