

Literacy

Key Text: Meerkat mail

Letter Writing

- Children to identify types and learn the features of a letter, structure, and organisation.
- Children to write their own character letters based on the story using the T4W process.

Key Text: Thomas and the Knockers

- **Character descriptions-** Write a description of their favourite character from the story using powerful language.

Instructional writing

- Children to identify and learn the features, structure and organisation of an instructional text.
- Children to write their set of instructions linked to Thomas & The Knockers.

Science-Plants

- Investigating what living things need
- Exploring & comparing differences between living and non-living things.
- Understand what habitats and how living things are adapt to their habitats.
- To investigate a micro-habitat and identify the plants/animals living there.
- To understand a food chain and its purpose.

Art

Line and shape unit

- Shapes inside shapes, drawing significant Cornish buildings
- Sketching engine houses and miner portraits.
- Henry Moore-Focus Artist's line drawing, drawing focusing on line & mark

Computing

- I understand that algorithms are implemented as programs on digital devices
- I can debug simple programs
- I can use logical reasoning to predict the behaviour of a simple program

Physical Education

- **Plymouth Argyle coaching:** Football & Hockey

REAL PE-

- Cognitive- Dynamic balance, static balance
- Creative-Coordination, counterbalance

Maths

- Multiplication & Division
- Statistics
- Length & Height
- Properties of shape

RE

- Unit 1.6 Who is Muslim and how do they live? (PART 2)
- Unit 1.5 SALVATION: Why does Easter matter to Christians
 - Recognise that Incarnation and Salvation are part of a 'big story' of the Bible
 - Discuss the Easter story and how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.

DT-Healthy Wrap

- Research and taste a range of existing vegetable products.
- Develop own healthy wrap design & develop a design criterion.
- Select and use a range of ingredients, equipment and tools.
- Follow safe procedures for safety & hygiene to make a healthy wrap.
- Evaluate product using design criteria.

Music

Seasons-Unit 8 -The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.

Travel- Unit 12 The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.

Our bodies- Unit 4 The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.

Wild & Wonderful Cornwall



JIGSAW PSHE

Dreams and Goals

Building on Year 1 to focus on building group co-operation, learning with and from others, to share success.

Healthy Me

Building on Year 1 to understand how to motivate and relax yourself as well as understanding the importance of nutrition in your healthy eating choices.

History

Redruth & Mining

History

* To identify what is significant in the local area. Field trip to Kresen Kernow

L*To identify what the term 'industrial revolution' means

* To identify certain significant events that impacted our area.

* To create a timeline of significant events in our area/

*To identify the significance of the IR in our area

*To identify the causes of the decline of mining in Cornwall during the IR

* To identify why Cornwall's mining heritage may continue

*To answer enquiry-based questions

Geography

- Identify and locate the 7 continents and 5 oceans on a world map using an atlas.
- Describe the human and physical features of each continent.
- Use simple compass directions to describe where the continents are on a map.
- Identify and locate where I am in the world. (finding the UK, Cornwall, Redruth) Circle activity.
- Identify landmarks and human and physical features using aerial photographs and plan perspectives.
- Take photographs and label key human and physical features of the school and its grounds.
- Describe simple features from aerial images of our school.