

Science

Intent:

To have a greater knowledge of seasonal changes and weather.

Prior knowledge—children have looked at seasons through the year

Sequence of learning

To learn about the different seasons during the year including what we do during these seasons at school.

To discuss which weather goes with each season and discuss what weather like the best.

To learn about what the signs of the different seasons are and discuss what signs we have seen coming in to the season we are in now.

Next steps—This will continue to be developed next year to secure the knowledge

Outcome

Children will be able to discuss seasonal changes confidently, including how they affect the community they live in.

History

Intent

To learn about significant historical events in our local area.

Prior knowledge: Children have looked at the history of transport in our local area.

Sequence of learning:

To discuss about different significant historical events which have taken place in our local area before the children where born.

To discuss about different significant historical events which have taken place in our local area since the children have been born.

To look in to important people in our local community.

To discuss important local places in our local community and talk about why they are important.

Next steps: Children will study a famous local person in 'famous for 5

Outcome

Children will be able to name important historical people and events in and around Sennen, including some key facts.

Geography

Intent

To help develop long term memory of continents, countries and oceans

Prior learning: Children have spent a lot of time learning geographical facts this year.

Sequence of learning

Geography this term will be doing a few short quizzes to make sure that information taught over the previous term has been retained.

Next steps: This will be revisited again in term 1 next year

Outcome

Children will be able to recall the names of continents, countries and oceans.

Art

Intent

To explore the formal elements of art: pattern, texture and tone.

Prior learning: Children have learned about creating texture through mixed media. They have also done colour mixing.

Sequence of learning:

Pattern: Repeating patterns. Having looked at the patterns around them, children dip everyday object in paint to create patterns.

Texture: Taking rubbings. Using media of their choosing, children go in search of textures that interest them to take rubbings.

Tones: 3D Pencil drawings. After completing a line drawing of a piece of ribbon, children work on adding tone to make it look three dimensional.

Next year the focus will be on developing drawing skills

Outcome:

Children will create printed patterns using everyday objects.

PSHE

Intent:

To think about their individual strengths and new skills they have to prepare for their move to new classes.

Prior learning—Children have been focusing on developing relationships

Sequence of learning

Strengths and transitions: A lesson for Year 2 pupils to help them with their transition to Year 3. Year 1 pupils with their transition to year 2 and the changes that may come with this move.

Next steps—In term 1, children will be looking at diversity in families and relationships.

Outcome:

Children will show good understanding how skills and strengths have changed during the academic year and be confident about transition.

R.E

Intent

To have a greater knowledge of how to care for others and the world.

Prior learning—Last term children focused on the idea of ‘special’ through studies of Judaism.

Sequence of learning:

To learn about feelings and why it is important to care for others and yourself.

To learn about caring for the world and why it is important that we continue to care for the world.

To learn about why looking after ourselves and the world is important to us and the people are us.

Outcome:

Children will be able to talk confidently about feelings, the world and why it is important we look after them.

Computing.

Intent:

This unit introduces learners to on-screen programming.

Prior learning—learning how to programme and debug a robot

Sequence of learning:

Comparing tools: They will discover that they can move characters on-screen using commands, and compare ScratchJr to the Bee-Bots used in the previous unit.

Joining blocks: During this lesson learners will discover that blocks can be joined together in ScratchJr. They will use a Start block to run their programs.

Making a change: During this lesson learners will discover that some blocks in ScratchJr have numbers underneath them.

Adding sprites: During this lesson learners will be taught how to add and delete sprites in ScratchJr.

Project Design: During this lesson learners will choose appropriate backgrounds and sprites for a ‘Space race’ project. They will decide how each sprite will move, and create an algorithm based on the blocks available in ScratchJr that reflects this.

Following my design: They will use their project design, including algorithms created in the previous lesson, to make programs for each of their rocket sprites. They will test whether their algorithms are effective when their programs are run.

Next term children will learn about IT all around us.

Outcome

Children will be able to use algorithms to create moving sequences.

D&T

Intent

Children design, decorate and build a windmill for a mouse client to live in.

This is the children's first construction based topic so they will only have experience of construction in EYFS

Sequence of learning:

Design the structure: Learning what a windmill is and constructing a model windmill by reference to design criteria.

Assembling the structure:

Having decorated their templates, pupils construct the main part of their structure, making sure that it stands freely and holds together.

Assembling the windmill: Children complete their turbines, through careful cutting and folding and attach them to their structure, testing its strength and stability.

Testing and evaluating: After adding finishing touches to their windmills children test their structures to check that they would make a suitable home for the mouse.

Next steps: Next term children will look at ways of joining fabric to make puppets.

Outcome:

Children will create a moving windmill, suitable for housing a mouse

Home learning

Books for this topic:

