

Science

Geography

Art

PSHE

History

Intent

To be able describe and discuss different plants their environments and to be able to discuss seasonal changes.

Prior learning—children will have had some experience of plant life cycles and how to care for a plant.

Sequence of learning:

To know what plants need in order to grow.

To name and describe the purpose of parts of a plant.

Look at seeds and compare different types. Choose some to plant and observe over time. Y2 only - remove environmental factors and observe what happens to the plant. Repeat for smaller bedding plants.

To understand that some trees are evergreen and some are deciduous.

To look at the 4 seasons which we go through in the year discuss the differences.

Discuss about what season we are in now and identify the lengths of the day and how that effects us.

Next steps—Y2 will go on to look at the functions of the different plants and how water is transported around a plant.

Y1 will look at what plants need to grow and what happens if certain environmental factors are removed.

Outcome:

Children will know the plants of a plant and their purpose. They will know what factors affect growth and what will happen if one is taken away. They will be able to talk about the different seasons.

Intent:

To be able to identify and discuss human and physical features in our environment.

Prior learning—The children have finished a unit on Sennen, looking at the differences with cities, towns and villages. They have done some map work.

Sequence of learning:

Learn what physical and human features are.

Learn about where we may find physical and human features around us.

To go out and explore our area trying to find some human and physical features are in our local environment.

To compare physical and human features in our area with a different area or country in the world.

Next steps—Children will continue to compare physical and human features of Sennen with other parts of Europe and the world.

Outcome:

The children will know the difference between physical and human features and be able to identify them while out and about, and on a map.

Intent

To learn to use painting and sculpture to develop and share their imagination.

Prior learning—The previous unit focussed on colour mixing and how the colour wheel worked. They experimented with different painting techniques

Sequence of learning:

Identify the key features of a landscape composition and consider where to place the horizon and tide lines within their own work.

Use a range of materials, from cardboard to foil to replicate the textures found at the seaside.

Using watercolours, children create different tints, shades and hues to paint the background of their seaside scene.

Over the top of their textured background, children add colour using poster paints to complete their picture.

Using their background from lesson 3, children add objects and images added detail and shading.

Next steps

Children will continue to explore colour by looking at pattern and texture.

Outcome:

The children will make a landscape picture using different textures and materials.

Intent

To consider why we have rules, think about our rules in our school and local environment.

Prior learning—Children have previously learned about trusted adults and who we can turn to for help.

Sequence of learning

Learning the importance of rules and the consequences of not having or not following rules.

Starting to recognise how we are the same as and different from other people.

Looking at the range of groups that people belong to and understanding these groupings.

Learning about the roles people have in the community and the impact of these roles not being fulfilled.

To learn how they can look after and improve their school environment.

To learn about different roles people play in looking after the local environment, including volunteers, cleaners, care takers and lunchtime staff.

Next steps— Term 5 focuses on economic well being where the children will learn about how to make, save and spend money.

Outcome:

To know why rules exist and what the different rules are in both our school and the wider community.

Intent

To learn about historical events and people who live in our local area.

Prior learning—In the previous term, children have explored how Cornwall has changed over the past, with a particular focus on transport.

Sequence of learning:

Using historical sources, look at our local area and notice similarities and differences between our area now and in the past.

Discuss different local people through history who have made an impact on our local area.

Look in to one specific person who has changed or made a difference in our local area.

Next steps—This project will continue in term 6 when we will be focusing on heroes on Sennen.

Outcome

Children will be able to talk confidently about how their local area has changed over time and significant figures who have helped shape it.

RE

Computing

D&T

Music

Text that match our topic.

Intent

To know why Easter is such an important festival for Christians

Prior learning— Children have a basic understanding of Christianity and the significance of the life of Jesus.

Sequence of learning

1. What happened on Palm Sunday and what does it teach us about how people felt towards Jesus?
2. What happened at the Last Supper and what does it teach us about Jesus?
3. Why was Jesus put on the cross on Good Friday?
4. What happened on Easter Sunday?
5. Why are eggs a symbol of Easter?
6. How are Spring and Easter linked?

Next steps—Children will apply their knowledge to think about Cornish sacred places and what it means to belong.

Outcome

Children will know the Easter Story and it's significance and be able to talk about how it links to the idea of new life.

Intent

To learn to group and label data.

Prior learning—In the previous term, the children learned how to add, edit and delete text.

Sequence of learning:

- Label and match groups of objects.
- Learn to group things by properties and not just appearance.
- Learn to describe objects and find objects with similar properties.
- Learn to group objects in more than one way.
- Learn to record how many objects are in each groups.
- Learn to record and share what I have found when comparing groups.

Next steps—In term 5, the children will begin their programming unit

Outcome

Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will sort objects into different groups, based on properties sort objects into different groups to answer questions

None taught this term

None taught this term

Outcome

None taught this term

None taught this term

Outcome

