



Essential Knowledge / Skills

By the end of this unit the children will know...

Where is Cornwall within the world?

What well-known human and physical features are Cornwall known for?

How have trade links and distribution of natural resources impacted on Cornwall's growth?

What elements need to be included in a map?

RE - How and why do people in Cornwall mark significant events in community life?

Science – How do we get electricity and what might that look like in the future?

Links to Christian values – compassion, perseverance, wisdom

Compassion

This term we are looking at having compassion for the world as part of our science learning about renewable energy and sustainable ideas for the future.

Perseverance

This term we will be making the most of our last half term in our current class by working together to complete our own challenges and enquiries in relation to our topic.

Wisdom

As we come into the final half term of the year, we will be discussing and reflecting on the wisdom that we have gained this year, how this has shaped us as people and what we will take forward into the new year.

SMSC / British values links

British values

Democracy and individual liberty – Having equal say in the way in which we find out about the geography of Cornwall as well as the choice to pursue our own projects.

SMSC

Spiritual and moral – This term we will be linking our RE learning from throughout the year to compare and contrast different approaches to celebrating life events and then reflecting on our own thoughts and feelings about how to celebrate significant life events.

Social – Supporting each other in this transitional half term, making connections through our own enquiries about Cornwall.

Cultural – Children will be learning about how people in Cornwall celebrate life moments through our RE topic.



My Cornwall, My Home – Theme Content

Core Subjects

Writing

Our writing is going to be continued from last half term, as the children were so inspired by our Cornish myth project. We will be focussing on adapting the story of The Pisky led Boy to create a similar traditional Cornish story and then children will have the opportunity to write their own Cornish myths using what they have learnt about Cornish traditions. Children will be focussing on writing stories with a beginning, build up, problem, resolution and ending. They will learn to use dialogue, paragraphs and ambitious vocabulary to make their stories captivating for the reader. In addition, we will be writing non-fiction texts including chronological and non-chronological reports.

Reading / Key Texts

The Mousehole cat by Antonia Barber
An assortment of Cornish stories Retold by Donald R. Rawe including: The Piskey – led boy
Why the Whales came – Michael Morpurgo

Applied Maths

- This term our geographical work will lend itself to statistics work and measuring using a variety of units to support our understanding of the geography of Cornwall, land use and building maps.

Foundation Subjects

Geography

This half term, our focus will be on the Geography of Cornwall. We will be finding out how the physical geography of Cornwall has influenced the County's trade and development, as well as how Cornwall's landscape has developed. In addition, we will be discovering ways to map the areas that we know and what makes a successful map.

Art & Design / Design Technology (continued from previous half term due to jubilee art project)

- This term we will be focusing on developing our knowledge of famous artists by focussing on Cornish artist Alfred Wallis. The children will develop a bank of drawings in the style of Alfred Wallis to include in their final piece of artwork.
- They will compare the style of Wallis' landscapes to other artists who depict similar scenes and say what is similar/ different and what they prefer.

RE Week - How and why do people in Cornwall mark significant events in community life?

- This term in RE we will be answering the question How and why do people in Cornwall mark significant events in community life?
- Throughout this unit, we will be making connections with the children's prior learning from this year. We will compare the ways Christians mark their journey through life with Hinduism which we have studied this year, as well as non-religious responses.
- We will be learning about and making comparisons between traditional celebrations in Cornwall and how people mark life events.

Science – Electricity

Our science this term will be focused around electricity, we will learn about where electricity comes from and how to construct a simple circuit. However, we will also be looking to the future as part of our wider curriculum. We will be considering the impact that producing electricity has on the environment and what can be done to produce more sustainable, renewable energy.

Non topic based

Maths

- Year 3 and 4 – Statistics White Rose unit
- Year 3 and 4 – Shape White Rose Unit

Computing

- As we look at Cornish geography, children will be learning to use the internet efficiently to find information and further their understanding, as well as using programs and apps to present data table and create graphs.

French

This term, the children will be using their knowledge of the local area to support their French learning. They will create maps of the local area and label them using French vocabulary that is commonly used, eg park, post office, then use this vocabulary to create sentence about the local area.

PE

Focus – Athletics
Including – jumping, running with an understanding of pace and stamina, throwing for height and distance.
Focus – Dance
Including – developing a sequence of movements with a partner which reflects different shapes, levels and types of travel to include unison and cannon affects.



My Cornwall, My Home – National Curriculum

Core Subjects

Writing

Year 2 - consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence.

Year 3 and 4 - draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2), organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices [for example, headings and sub-headings], using and punctuating direct speech

Reading / Key Texts

The Mousehole cat by Antonia Barber
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Applied Maths

Year 2 Chooses and uses appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Interprets and constructs simple pictograms, tally charts, block diagrams and simple tables.

Year 3 measure, compare, add and subtract: lengths, mass, volume/capacity, interpret and present data using bar charts, pictograms and tables, Solves one-step and two-step questions [eg, How many more?' and How many fewer?'] using information presented in scaled bar charts, tables and pictograms

Year 4 Interprets and presents discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Estimates, compares and calculates different measures, including money in pounds and pence.

Foundation Subjects

Geography

Year 2 – use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment and use basic geographical vocabulary to refer to key human and physical features.

Year 3 and 4 – use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. se fieldwork to observe, measure, record and present the human and physical

Art and Design / Design and Technology

Year 2 - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Year 3 and 4 - to create sketch books to record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay], about great artists, architects and designers in history.

RE Week

Make sense of belief:

- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today

Understand the impact:

- Describe what happens in ceremonies of commitment and say what these rituals mean
- Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Identify some differences in how people celebrate

Make connections:

- Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies
- Give good reasons why they think ceremonies of commitment are or are not valuable today

Science

Year 3 and 4 –

identify common appliances that run on electricity, construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers, identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery, recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit, recognise some common conductors and insulators, and associate metals with being good conductors

Non Topic Based

Maths - White Rose Coverage

- Year 3 and 4 – Statistics White Rose unit
- Year 3 and 4 – Shape White Rose Unit

Computing

Year 2 - recognise common uses of information technology beyond school

Year 3 and 4 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

French

- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*

PE

Year 2 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
perform dances using simple movement patterns
Year 3 and 4 - use running, jumping, throwing and catching in isolation and in combination
perform dances using a range of movement patterns
compare their performances with previous ones and demonstrate improvement to achieve their personal best