

Literacy – Suggested Texts

TERM 1: Anglo-Saxons and Vikings

Beowulf
Norse Myths and Legends
Arthur of Albion Paperback by John Matthews
The Sleeping Sword Paperback by Michael Morpurgo
Green Smoke Paperback by Rosemary Manning
Arthur, High King of Britain by Mr Michael Morpurgo

TERM 2: Brazil

The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry
The Vanishing Rainforest by Richard Platt and Rupert van Wyk
The Shaman's Apprentice: A Tale of the Amazon Rain Forest by Lynne Cherry
Swallows and Amazons by Arthur Ransome

TERM 3: Cornwall and the Tamar

Why the Whales Came? Michael Morpurgo
Over Sea, Under Stone by Susan Cooper
Dead Man's Cove by Lauren St John

Mathematics

Please see overviews for each class.

Possible cross curricular work:

TERM 1: Anglo-Saxons and Vikings
Should the Anglo Saxons have kept Roman numerals? Was there a better number system available?
Counting backwards and forwards using BC and AD
Anglo Saxon Farming word problems
Roman money problems
Anglo Saxon dice and strategy board games
How much personal space would you have in Anglo Saxon home?
Creating scale drawings of Viking boats
How much money would a slave have to save to earn their freedom?

TERM 2: Brazil

Deforestation words problems
Measuring the length of the Amazon
Calculating the area of Brazil
Predicting trends in population growth in Brazil
Comparing world-cup football team statistics (top trumps)
Comparing world-cup stadium capacities
Measuring paper patterns for carnival costumes and adjusting and amending measurements of performers of different sizes

TERM 3: Cornwall and the Tamar

Measuring the length and breadth of the Tamar using scale drawings and in real life.
Calculate the volume of a section of river
Calculate the difference between the volume of water in a section of river before the tide comes in and when the tide goes out
Calculating the area of Cornwall
Predicting trends in population growth in Cornwall
Exploring ratios of ingredient measurements in pasty recipes
Work out how much petrol it would cost to visit 10 top visitor attractions in Cornwall.

Science

TERM 1:

Anglo-Saxons and Vikings

Evolution and inheritance
Looking at how man has evolved over time and the changes that have caused this. Have we changed since Anglo-Saxon and Viking times? How have animals evolved? Use of 'The Future is Wild' resources to explore movement of the tectonic plates and how this has encouraged evolution of different species to adapt to the environment.
Forces
Following a re-enactment by a Viking/Saxon group, pupils will explore the weaponry used in this period of history and the forces that are at work within such battles.

TERM 2: Brazil

Sound and communication
Pupils explore how sound is created and the factors that affect how it travels. Examine communication methods within the rainforests before modern day technology came into play and which of these were most effective. Can we design our own communication system?

Rainforest

Pupils will learn about the range of life within a rainforest and how food chains and webs have evolved. How is the rainforest important? Look at uses in terms of medicines and new discoveries. Deforestation and its impact on habitats will also be reflected upon.

TERM 3: Cornwall and the Tamar

Light electricity/sustainable energy
Look at simple circuits and how they work. Pupils will explore adding/moving/taking away components from a circuit and observe the effects. Forms of sustainable energy will be explored and their pros and cons evaluated. What different ways is Cornwall using? Can we learn from other new technology from around the world? Is the environmental impact worth it?
Rocks
Leading on from exploring fossil fuels in the previous unit, pupils will learn about the 3 main types of rocks and how they are formed. What rocks are particularly prevalent in Cornwall? How has that contributed to the character of Cornwall eg tin

Art and Design

TERM 2: Brazil

Carnival: Pupils to know and understand the history and cultural development of carnival costume designs in Brazil. Pupils evaluate and analyse costume designs using the language of art, craft and design. Pupils produce creative costume designs based on a theme. Become proficient in drawing, painting and other art, craft and design techniques.

TERM 3: Cornwall and the Tamar

Why have so many artists come to work in Cornwall? Pupils consider the development of the railways and the development of the St. Ives School of painters. Explore Cornwall as a place of inspiration. Pupils evaluate, analyse paintings inspired by Cornwall using the language of art. Pupils produce their own art work inspired by Cornwall and art created in Cornwall by famous artists e.g. Turner, Wallis, Wood, Hepworth, Heron. Pupils become proficient in drawing, painting and sculpture.

Design and Technology

TERM 1: Anglo-Saxons and Vikings

How were Anglo Saxon houses built? Pupils to select from and use a wide range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities. Pupils to select from and use a wide range of tools and equipment to design and make models of Anglo Saxon houses (for example, cutting, shaping, joining and finishing).

How do you build a boat fit for a Viking? Use research and develop design criteria to inform the design of a boat that is fit for purpose, aimed at Vikings. Pupils to select from and use a wide range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities. Pupils to select from and use a wide range of tools and equipment to design and make Viking long boats (for example, cutting, shaping, joining and finishing).

TERM 3: Cornwall and the Tamar

How do you make a Cornish pasty and are they good for Cornwall? Pupils to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Pupil to prepare and cook a variety of pasties with different fillings using a range of techniques. Pupils to understand and apply the principles of a healthy and varied diet.

What is the best way to bridge the Tamar? Pupils to understand how the Tamar bridges and I.K. Brunel have helped to shape the Cornwall and the world. Pupils to investigate and analyse a range of existing products. Pupils to apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Pupils to communicate their ideas through discussion and annotated sketches.

Modern

TERM 1: YEAR 3 and 4 pupils describe how they get to school and how to ask and answer questions about this. They will learn to locate and name French speaking countries around the world and explain how one might travel to each one orally and in writing. Pupils will learn to put together weather forecast using weather, location and date vocabulary (including numbers up to 31). **YEAR 5 and 6** Pupils will learn to say and sing the French alphabet; ask how to spell a word; spell out a name in French. Pupils will learn to use numbers (multiples of 10 up to 60). Pupils will learn to give and receive directions orally and in writing using place names, directions and useful direction related phrases. Pupils will learn to give a date and have some knowledge of a French celebration. They will describe their eating habits and preferences for foods. Pupils will read and understand a simple recipe for biscuits.

TERM 2: YEAR 3 and 4 Pupils will understand a French story about Christmas presents. Pupils will learn to read sentences about Christmas presents and express their likes and dislikes. Pupils will learn to count to 39 and recognise French money. Pupils will give an opinion and advertise toys orally and in writing. Pupils will learn the names of 8 sports and be able to say which activities they do on different days in order to complete your own diary of activities. Pupils will also learn a song about healthy eating. **YEAR 5 and 6** Pupils will learn to recognise and say the names of the 9 planets and learn to compare and describe them and their location in orally and in writing. Pupils will recognise the different types of words that make up a sentence and see similarities and differences between the structure of English sentences and French sentences. Pupils will make up complex sentences in French about the planets in order to prepare a short presentation about the planets.

TERM 3: YEAR 3 and 4 Pupils will join in with storytelling in French using mime to show meaning understanding of animals. Pupils will read and understand words from the story in order to be able to construct their own short sentences. Pupils will read or recognise the words for different animals and be aware of some of the sound spelling links. Pupils will understand and say a number of adjectives, and understand the agreement of simple nouns and adjectives. **YEAR 5 and 6** Pupils will listen attentively to complex phrases and sentences. They will combine information about seasons and months in order to construct their own. Pupils will read, recite and decode poems about the four seasons and attempt to persuade others of the merits of a particular season using the vocabulary of colour. To do so pupils will develop an understanding of word order and adjectival agreements. Pupils will use their understanding of different language structures to analyse other poems. Pupils will learn to give a description of a scene or a place using adjectives to add interest and detail to a description. Pupils will respond to a painting and write and perform a poem.

Physical

TERM 1:

Hockey (Year 4 - gymnastics)
Netball dance led by specialist
TERM 2: (Year 3 and 5 will take part in swimming lessons)
Gymnastics volleyball
Tag rugby dance led by specialist

TERM 3:

Athletics
Striking and Fielding dance led by specialist
In addition to the teacher-led curriculum lessons, the children receive further coaching from a specialist sports coach during their enrichment rotations.
During the summer term pupils take part in 'Health, Safety and Fitness week' where they explore the pathways to a healthy lifestyle including diet, exercise and lifestyle choices.
A wide range of extracurricular extend the 2 hour PE hours contact school

Languages

Computing

TERM 1: Anglo-Saxons and Vikings

Topic 1: We are gaming developers (See Rising Stars Switched On Computing) Suggested theme: Simulations of invading and settling in Anglo Saxon Britain: Designing, writing and debugging programs using sequence, selection and repetition in programs and detecting and correcting errors in algorithms and programs.

Topic 2: We are historians. Suggested theme: Conducting internet research using search engines to pursue their chosen enquiry. Collect, analyse, evaluate and present information in order to answer their enquiry question. Select, use and combine a variety of software to present findings.

TERM 2: Brazil

Topic 1: We are environmentalists. Suggested theme: Are we doing enough to respond to deforestation in the Amazon rainforest in order to protect our planet? (See Rising Stars Switched On Computing for curriculum coverage)

Topic 2: We are travel presenters. Suggested theme: Why do so many people visit Brazil? (See Rising Stars Switched On Computing for curriculum coverage)

TERM 3: Cornwall and the Tamar

Topic 1: We are musicians. Look at modern electronic music from contemporary Cornish artist Richard D James. Use computer software to compose music inspired by the sea. (See Rising Stars Switched On Computing for curriculum coverage)

Topic 2: We are communicators. Suggested topic: Blogging (and using social networks safely to communicate the best thing about Cornwall, past and up-coming events (See Rising Stars Switched On Computing for curriculum coverage)

Geography

TERM 1: Anglo-Saxons and Vikings

Map work – Pupils identify Anglo Saxon place names. Pupils extend their knowledge and understanding beyond their local area to include the UK. Pupils develop their locational and place knowledge. Pupils consider where invaders settled and why.

TERM 2: Brazil

Sustainability – Pupils develop location and place knowledge of South America and Brazil (environmental regions, key physical and human characteristics, countries and major cities). Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the tropics or Cancer and Capricorn. Describe and understand key aspects of physical geography (climate zones, biomes, vegetation belts and the river Amazon.) Explore the sustainability and human and physical impact of deforestation in the Amazon basin. Consider the interdependent nature of countries and possible solutions to problems caused by deforestation.

Countries of the Olympics – Locate the world's countries using maps. Groups prepare a presentation on a chosen country including the environmental regions, key physical and human characteristics and major cities.

TERM 3: Cornwall and the Tamar

Pupils research how the river Tamar and its use has changed over time. Compare human and physical features of the Tamar valley and the Amazon Basin using maps, aerial photographs and computer mapping. Explore the physical process of erosion and its role in river formation and its implications for humans living and working with and beside the river. Collect, analyse and communicate with a range of data gathered through experiences of fieldwork in order to deepen their understanding of erosion.

Music

TERM 1: Anglo-Saxons and Vikings

What kind of music would the Saxons have used to bring their stories to life? Listen with attention to the sounds of instruments akin to those used by Anglo Saxons (horns, lyres, reedpipes to be similar to Anglo Saxon music from the fringes of Europe, including Icelandic Rimur, Finnish Runo-lauku and Kantele playing, Faroese Ballad singing, and Sean Nios singing from Ireland. Appreciate that any attempt re-create an Anglo Saxon composition will draw upon different traditions. Improvise and compose music to accompany a performance/re-telling of the story of Beowulf using the inter-related dimensions of music.

TERM 2: Brazil

Pupils listen with attention to detail to the music of Brazilian composers such as Antônio Carlos Brasileiro Almeida Jobim and recall sounds and rhythms with increasing aural memory. Pupils learn to play and perform a rhythm suitable for a Bossa Nova / Samba using percussion instruments. Pupils improvise and compose music to perform as solos accompanied by a Samba or Bossa Nova rhythm.

TERM 3: Cornwall and the Tamar

Pupils sing Cornish Folk Songs as an ensemble with increasing accuracy, fluency, control and expression e.g. Folk songs as performed by the Fishermen's Friends. Explore the choral compositions of Cornish composer e.g. Michael Tippett, particularly his work 'Child of our Time.' Pupils develop an understanding of the history of choral music in Cornwall and how recorded music is drawn from different traditions.

Religious

TERM 1: Christianity

Pupils will consider what it mean to love a Christian life. They will consider the example of Anglo Saxon monks as well as famous modern and historic Christian people. Pupils will evaluate whether loving God and loving your neighbour are the only rule a Christian needs to concern themselves with. Pupils will examine how Christian lives demonstrated the 'Fruits of the Spirit' including an interview with a Christian actively involved in a Christian charitable organisation. Pupils will continue to develop their knowledge, understanding and skills pertaining to different methods of research into religions. Pupils will explore Christian beliefs about God's relationship with humanity and way these beliefs have been expressed through art, song and culture. Pupils will make links between these beliefs and the language and symbolism used by Christians in order to mark significant life events. Pupils will continue to develop their own understanding of the their worldview and its impact on their research.

TERM 2: Sikhism

Pupils will explore the accounts of Guru Nanak (his call, journeys and teachings). Pupils will consider how the architecture and use of Gurdwara's reflect the beliefs, stories and values shared by Guru Nanak. Pupils will consider how, if at all, can we be considered to be equal. Pupils will explore the importance of the Guru Granth Sahib for Sikh's today in daily life and in particular religious ceremonies. Pupils will learn of the Guru Gobind Singh and accounts of the founding of the Khalsa and how these events are remembered during the Amrit ceremony. Pupils will evaluate Sikh beliefs about life after death. Pupils will continue to know, understand, apply and evaluate different means of researching religion/s in order to be more critical researchers.

TERM 3: Cornwall and the Tamar

Pupils will learn how Christianity came to Cornwall and about the continued spread of Celtic Christianity. Pupils will research Cornwall's continued role as a place of 'spiritual inquiry' and the development of celebrations which look beyond the origins of Christianity in Cornwall. Pupils will explore people's truth claims about the presence and active role of God in Cornwall, the lives of people in Cornwall and in the natural world generally.

Education