

Does Polperro always stay the same?

Summer Term 2 2024

Landaviddy (Y2/Y3)

<div><div>History</div><div><div>Historical Enquiry</div><div><ul style="list-style-type: none">Recall different ways in which the past is representedAsk questions and find out answers about the pastUse a wide range of sources, including trips and eye witness accounts to build a picture about the pastBegins to identify the difference between primary and secondary sourcesCommunicate understanding of the past in aIdentify the difference between primary and secondary sourcesUse primary and secondary sources as evidence about the pastAsk questions and find answers about the past from a range of sources such as ‘how did people? What did people do for?’Explore the idea that there are different accounts of history and why they existSuggest why certain events happened as they did</div><div><div>Understanding of events, people and changes in the past (Historical concepts and perspectives)</div><div><ul style="list-style-type: none">Use information given to describe events and people beyond living memoryCompare and contrast the differences within a locality, over timeGive reasons why a significant person in the past may have made decisions in order to bring about changeIdentify similarities and differences between ways of life in different periods, including their own livesRecognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why.Use information given to describe key features of a time periodUse evidence to find out about change during a time periodIdentify reasons for and results of peoples actions in the pastIdentify similarities and differences between different periods e.g. social, belief, local, individual</div></div><div><div>Communication</div><div><ul style="list-style-type: none">Describe objects, people or events in history, building on others ideas and discussionsCommunicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICTBuild on, challenge and summarise others ideas in discussions, giving reasons for their opinions</div></div><div><div>Key Vocab:</div><div>Primary sources, secondary sources, fishermen, pilchards, past, present, change, tourism, heritage, local area, Cornwall</div></div></div></div>	<div><div>RE</div><div><div>Sacred Places</div><div><div>Making Sense of Beliefs:</div><div><ul style="list-style-type: none">Recognise that there are special places where people go to worship, and talk about what people do thereIdentify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they meanIdentify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</div><div><div>Understanding the Impact:</div><div><ul style="list-style-type: none">Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believeGive simple examples of how people worship at a church, mosque or synagogueTalk about why some people like to belong to a sacred building or a community</div></div><div><div>Making Connections:</div><div><ul style="list-style-type: none">Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideasTalk about what makes some places special to people, and what the difference is between religious and non-religious special places.</div></div></div><div><div>Key Vocab:</div><div>Christianity, Christian, Jesus Christ, Church, Jews, Muslims, sacred, worship, belief, mosques, synagogue, community</div></div><div><div>PSHE</div><div><div>Changing Me</div><div><ol style="list-style-type: none">Life Cycles in NatureGrowing from Young to OldThe Changing MeBoys’ and Girl’s BodiesAssertivenessLooking Ahead<ol style="list-style-type: none">How Babies GrowBabiesOutside Body ChangesInside Body ChangesFamily StereotypesLooking Ahead</div></div><div><div>Key Vocab:</div><div>Life cycle, control, growing up, old, young, respect, appearance, physical, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, birth, animals</div></div></div></div></div>	<div><div>PE</div><div><div>Swimming</div><div><ul style="list-style-type: none">I can begin to use arms and legs together to move effectively across the water.I can demonstrate what to do if I fall into water.I can float on my front and back.I can glide on both front and back.I can roll from y front to my back and then regain a standing position.I can swim over a distance of 10m unaided.I know several pool rules and can explain how they help me to stay safe.I can swim competently, confidently and proficiently over a distance of at least 25 metres.I can perform safe self-rescue in different water-based situations.I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</div><div><div>Athletics</div><div><ul style="list-style-type: none">I am developing jumping for distance.I can identify when I was successful.I can take part in a relay activity, remembering when to run and what to do.I can throw a variety of objects, changing my action for accuracy and distance.I can use different take off and landings when jumping.I can use key points to help me to improve my sprinting technique.I can work with a partner and in a small group, sharing ideas.I show determination to achieve my personal best.</div></div><div><div>Key Vocab:</div><div>Back, blow, breath, bubbles, enter, exit, float, glide, kick, pull, pulling, rules, safely, splash, travel, under, alternate, backstroke, breaststroke, breathing, buoyancy, crawl, floating, front crawl, H.E.L.P position, handstand, huddle, rotation, sculling, sidestroke, sinking, stroke, submerge, surface, surface dive, survival, tactics, technique, treading water, water safety, accuracy, baton, control, event, further, personal best, power, relay, speed, strength, technique</div></div><div><div>Computing</div><div><div>Computing Systems & Networks 3: Journey Inside a Computer</div><div><div>Computer Science</div><div><ul style="list-style-type: none">Understand what the different components of a computer do and how they work together.Drawing comparisons across different types of computers.Use decomposition to explain the parts of a laptop computer.Explaining the purpose of an algorithm.</div></div></div></div><div><div>Key Vocab:</div><div>Algorithm, assemble, CPU (central processing unit), data, decompose, desktop, disassemble, GPU (graphics processing unit), hard drive, HDD (hard disk drive), infinite loop, input, keyboard, laptop, memory, microphone, monitor, mouse, output, photocopier, program, QR code, RAM (random access memory), ROM (read only memory), storage, tablet device, technology, touchscreen, touchpad</div></div></div></div>	<div><div>French</div><div><div>Les Animaux – animals</div><div><div>Intercultural understanding</div><div><ul style="list-style-type: none">Understand and respect that there are people and places in the world around me that are different to where I live and play</div><div><div>Listening</div><div><ul style="list-style-type: none">Develop understanding of the sounds of individual letters and groups of letters.</div><div><div>Speaking</div><div><ul style="list-style-type: none">Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</div><div><div>Reading</div><div><ul style="list-style-type: none">Recognise and understand familiar written nouns.</div><div><div>Writing</div><div><ul style="list-style-type: none">Write or copy simple words correctly.</div><div><div>Grammar</div><div><ul style="list-style-type: none">The definite article. Singular and plural.</div></div></div><div><div>Key Vocab:</div><div>Vocabulaire: un - a (masculine); une - a (feminine) les animaux - the animals; un lapin - a rabbit; un canard - a duck; un singe - a monkey; un cochon - a pig; un mouton - a sheep; un lion - a lion; un cheval - a horse; un oiseau - a bird; une souris - a mouse; une vache - a cow;</div></div><div><div>Art</div><div><div>3D</div><div><ul style="list-style-type: none">Mould, form and shape and bond materials to create a 3D form.Apply bonding techniques to add parts onto their sculptureApply a smooth surface to a sculptural formApply line and shape to their workLook at sculptures by known artists and natural objects as starting points for own workCreate texture and shape through adding layersWork collaboratively to create a large sculptural formDevelop confidence working with clay adding greater detail and texture Add colour once clay is dried Investigate ways of joining clay - scratch and slip</div></div><div><div>Key Vocab:</div><div>Casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three dimensional, thumb pot</div></div></div></div></div></div></div></div></div>	<div><div>Music</div><div><div>Performing</div><div><div>Using Instruments</div><div><ul style="list-style-type: none">Perform a rhythmic accompaniment to a songPerform a sequence of sounds using a graphic scoreFollow a leader to start and stop togetherDemonstrate growing confidence in performing individually or as part of a small groupKeep a steady beat individually or in a groupCopy a short melodic pattern by ear or on a pitched instrumentFollow simple hand directions from a leaderPerform with awareness of othersCombine musical sounds with movement and narrative</div><div><div>Explore and Compose</div><div><ul style="list-style-type: none">Choose musical sound effects to follow a story or match a pictureUse graphics/ symbols to represent the sounds they have madeUse these symbols to make a simple score of the musicCompose and perform their own sequence of sounds without supportCompose short melodic phrases which represent feelings/ pictures/ words etc.Compose a piece of music with a clear beginning, middle and endCompose music with a variety of sound durations, tempo or dynamics in a small groupCompose music that conveys different feelings and moods</div></div><div><div>Listen, Reflect, Appraise</div><div><ul style="list-style-type: none">Listen with increased concentrationRecognise difference in pitch that can be heardRecognise how sounds are made (tapping, scraping, hitting etc)Recognise changes in tempo, dynamics and pitchBegin to use musical terminology to describe mood (the mood is sad because the music is very slow)Listen with concentration to longer pieces/ extracts of musicListen to live and recorded music commenting on beat (stead/ non steady), specific patterns in tune or rhythm, tempo, dynamics and mood and using appropriate terminologyRecognise familiar instrumental sounds in music (guitar, violin, drums etc.)Identify repetition in music or a song</div></div></div><div><div>Key Vocab:</div><div>Flute, clarinet, bassoon, harmony, pitch, percussion, audience, perform, keyboard, sound effect</div></div></div></div>