



Razorbills Class

Summer 2022 Topic Web

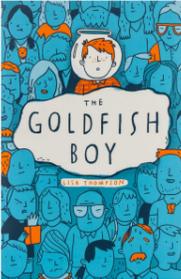


<u>Learning across the Curriculum</u>		<u>Subject Key Skills</u>	
<p><u>Religious Education</u></p> <p><u>Why do Hindus try to be good?</u> Karma, Dharma, Samsara, Moksha</p> <p><u>What matters most to Humanists and Christians?</u></p> <p><u>Mathematics</u></p> <p>Fractions, Decimals and percentages Ratio Algebra Statistics Geometry - properties of shape Geometry - position and direction Mental arithmetic Four operations - consolidation</p>	<p><u>Design & Technology</u></p> <p><u>Props, costumes, set design and scenery for the school play</u> Children will be designing and making props, scenery, costumes and any other set design needed for the school play.</p> <p>They will also be building the stage and setting the school hall up for the production.</p> <p><u>Art</u></p> <p><u>Collage - linked to local history study</u></p> <ul style="list-style-type: none"> ● Study the work of some collage artists discover the techniques attempt to recreate a piece of work ● HW - collect paper, brochures, catalogues and newspapers for collage work ● Use collage techniques, look for shape and line and use a variety of collected papers to create a local scene. Rip, cut and stick paper. ● Work into collage with pen/ paint to give a detailed finish. ● Use collage techniques to create a class collage inspired by the story of the wreck of the HMS Anson. 	<p><u>Science</u></p> <p><u>Living things and their habitats</u> Describe the differences in the life cycles of a mammal, amphibian, insect and bird. Describe the process of reproduction in some plants and animals.</p> <p>Investigate the life, work and experiments of famous scientists such as David Attenbrough and Eva Crane.</p> <p><u>History - Wreck and Rescue - A local history study</u></p> <ul style="list-style-type: none"> ● When and where have some wrecks occurred around the Cornish coastline? ● Why have ships been wrecked around the Cornish coastline? ● What happens when ships are wrecked? Use historical sources to study the wreck of the Cita, the Bencoolen and the Mohegan. ● What happened as a consequence of the wreck of the HMS Anson at Loe Bar? Understand rescue methods of the past. Use artwork produced at the time and accounts of the rescue to produce a role play. ● What did Henry Trengrouse do in response to the Tragedy of the wreck of the HMS ANSON? ● Why was the RNLI formed and by who? How has safety on board the lifeboats changed over the years? ● Why was the Wreck of the SS Suevic, off the Lizard point, seen as something for local people of The Lizard to celebrate? ● Tragedy: Who was to blame for the loss of the Union Star and the Soloman Browne? 	<p><u>French</u></p> <p>French monster pets Using monsters and body part vocabulary, this unit revises noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place. The children look at an authentic French text to identify key facts about an animal and characteristics of a factual text, and work towards writing paragraphs to describe their own monster creations. There is plenty of scope for linking this unit with art and science-related projects, as well as building on language detective skills and English literature and writing.</p> <p><u>Computing</u></p> <p>Creating media: Stop motion animation Storyboarding ideas, taking photographs and editing to create a video animation.</p> <p><u>PE</u></p> <p>Sailing Tennis Athletics</p> <p><u>PSHE</u></p> <p>The Working World Healthy Relationships Moving On - Transition</p> <p><u>Music</u></p> <ul style="list-style-type: none"> ● Introducing chords- how does music teach us about our community.



Razorbills Class

Autumn 2021 English Topic Web

<u>Reading and Inspiration</u>	<u>Writing</u>	<u>Spelling, Punctuation and Grammar</u>	<u>Oracy</u>
<p>We will be carrying on with Kensuke's Kingdom for our guided reading sessions. We will focus on the reading vipers (see below) during these sessions. We will then move on to reading Goldfish boy.</p>   <p>Vocabulary Inference Predict Explain Retrieve Summarise</p> <p>We will be visiting Kestle Barton for the literary festival where we will get a chance to meet authors and take part in workshops run by the authors. During the term, we will be diving into some of the books supplied by the authors that we will be meeting too!</p>  <p>We will also be reading "The Jabberwocky" by Lewis Carroll.</p>	<p><u>Fiction</u></p> <p>Kensuke's Kingdom - Adventure</p> <p>We will read the first chapter of this well known Michael Morpurgo story. We will write an adventure story based on the book and then the children will use this as inspiration for their own independent writing</p> <p><u>Non Fiction</u></p> <p>Balanced Argument - Screen Use</p> <p>Children will learn how to present a balanced argument and how to structure paragraphs and sentences to create a cohesive piece of writing. They will create their own independent balanced argument based on the writing we study in class.</p> <p>Biography - David Attenbrough - Save the Planet</p> <p><u>Poetry</u></p> <p>Hope-Lo-Docus based on a poem called Hope-o-Potamus - Greg James and Chris Smith</p>	<ul style="list-style-type: none"> • Modal verbs - should would could <ul style="list-style-type: none"> • Adverbs to show degrees of possibility - surely, perhaps... • Devices to build cohesion within a paragraph. For example: then, after that, firstly... • Linking ideas across paragraphs using adverbials of time, place, number or tense choice. • Brackets, dashes or commas to mark parenthesis <ul style="list-style-type: none"> • Use of commas to clarify meaning • Building cohesion within and across paragraphs. • Use devices such as headings, subheadings, bullet points to organise work. • Adverbs and modal verbs to show the degree of possibility. <ul style="list-style-type: none"> • Relative clauses • Synonyms and antonyms • Paragraphs and time adverbials • Complex and compound sentences including the use of conjunctions • Creating contrasting and positive and negative sentences using a variety of language such as adjectives, adverbs and nouns • Using language devices for effect such as short sentences, repetition, simile, metaphor, pathetic fallacy, personification, onomatopoeia, symbolism, alliteration <ul style="list-style-type: none"> • The passive voice • Formal language <ul style="list-style-type: none"> • Prepositions • Commas, brackets, dashes, colons, semi-colons, bullet points. 	<ul style="list-style-type: none"> • Take part in a class debate about the important issue of children's screen use. • Interview individuals with opposing views on children's screen use. <ul style="list-style-type: none"> • Build vocabulary using relevant strategies. • Articulate and justify answers, arguments and opinions. • Maintain attention and participate actively in collaborative conversations, staying on topic • Speak audibly and fluently with an increasing command of standard English. <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates. • Select and use appropriate registers for effective communication. Use of formal and informal language. <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge. • Build vocabulary using different strategies.U <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Gain and maintain the interest of the listener.</p>

Independence

Diversity

Eloquence

Aspiration

Social Responsibility

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