

Y4 Curriculum Summer Sequence



Why are there so many mines around Cornwall and how has mining changed over time?

History

Why are there so many mines around Cornwall and how has mining changed over-time?

Geography

How can we use maps to find out about the local area?

Science

Children will learn about how sound is created, how it travels, how the ear works and find patterns between the pitch of a sound and features of the object that produced it.

Computing

Learn coding basics through loops, animation and game creation.

Art

Sketching tin mines
Children will learn about the work of different artists and experiment working in a similar style. Children will use their knowledge of mining and ask questions about and predict what the artist was trying to portray.

PE

Health & Fitness Skills

Children will learn the importance of leading a healthy lifestyle and how their body changes before, during and after exercise.

Sequence of lessons:

- 1) Why was mining so important to Cornwall?
- 2) Where were the main mining regions in Cornwall and where were the mines around St Just?
- 3) When did people begin mining in St. Just and what was it like?
- 4) What was mining like in the 18th century?
- 5) How did mining change in the 19th century?
- 6) What pushed Cornish miners away from Cornwall?

Sequence of lessons:

- 1) Why do we need maps?
- 2) What are the 4 main points of a compass and how do I get the 8 point compass?
- 3) How do I read the scale line on a map?
- 4) How do I read a grid reference?
- 5) How do we make a map of our local area?
- 6) Assessment

Sequence of lessons:

- 1) How is sound made?
- 2) How do different sounds travel?
- 3) How do you change the pitch of a sound?
- 4) How do sounds change over distance?
- 5) What are the different ways sounds are absorbed?
- 6) How do musical instruments make different sounds?

Sequence of lessons:

- 1) Use loops to create shapes.
- 2) Different loops.
- 3) Animate your name.
- 4) Modifying a game.
- 5) Designing a game.
- 6) Creating your games.

Sequence of lessons:

- 1) I can look at pictures of tin mines, give my opinion and make comparisons with other buildings and other artists. .
- 2) I can experiment and explore line, tone and texture .
- 3) I can sketch key features from the mines exploring a range of tools, including pastels & charcoal,
- 4) I can create multiple images of mines using different techniques showing an awareness of space and detail.
- 5) I can create my final drawing of a mine using the techniques I have practiced.
- 6) I can evaluate my work and suggest future improvements.

Sequence of lessons:

- Exceeding:
- I can describe the basic fitness components.
- I can record and monitor how hard I am working.
- Expected:
- I can explain why we need to warm up and cool down.
- I can describe how and why my body changes during and after exercise.
- Emerging:
- I can say how my body feels before, during and after exercise.
- I use equipment appropriately and move and land safely.

Composite/Outcome

Children are able to explain the reasons for Cornwall's mining past; its golden years and its decline.

Composite/Outcome

Children to use their enhanced map skills during a fieldtrip to Geevor, Levant and Botallack mines.

Composite/Outcome

Make a musical instrument that can perform different pitched notes

Composite/Outcome

Create and customise own interactive games and animations.

Composite/Outcome

Children to use drawing techniques to create a drawing in the style of a famous artist studied in this unit.

Composite/Outcome

Children can explain the benefits exercise has on the physical and mental well-being.

Y5 Curriculum Summer Sequence

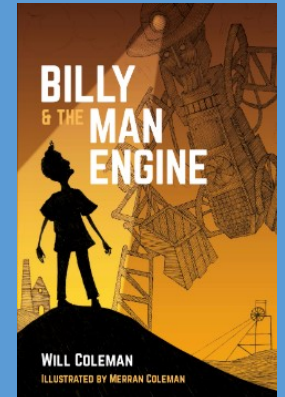


Why are there so many mines around Cornwall and how has mining changed over time?

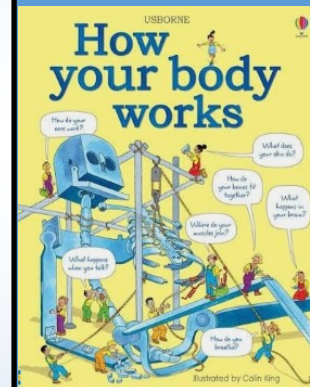
PSHE	DT	Music	RE
Sex & Relationship Education—Lifewise		Reflect, Rewind & Replay	Why do some people think that life is like a journey and what significant events mark this?
Sequence of lessons: <ol style="list-style-type: none"> 1) My body, your body, keeping safe 2) Love in safe and kind relationships. 3) Understand diversity and showing respect. 4) What is consent and why is it important? 5) What does a family relationship look like? 6) Families under pressure. 	Not taught this half term	Sequence of lessons: <ol style="list-style-type: none"> 1) Listen and appraise Classical music 2) Continue to embed the foundations of the interrelated dimensions of music using voices and instruments 3) Singing 4) Play instruments within the song 5) Improvisation using voices and instruments 6) Composition 	Sequence of lessons: <ol style="list-style-type: none"> 1) What special journeys do people of faith make throughout their lifetime? 2) How do we celebrate special times in Cornwall? 3) What is a festival? 4) What is the connection between harvest festivals and Cornwall? 5) How did Cornwall mark significant events in the past?
Composite/Outcome To understand the parts of the body that are private. They consider different types of love and how they can be expressed. Children learn about rights of identity and speaking to a trusted adult when feeling vulnerable.	Composite/Outcome	Composite/Outcome Share and perform the learning that has taken place	Composite/Outcome Chd are able to talk about significant Cornish festivals linking them to their origins.

Our Books this term:

'Billy and the Man Engine' by Will Coleman



*** How Your Body Works**
Usborne



Human Body Odyssey

