

Sully Primary School  
Ysgol Gynradd Sili

# Curriculum News Booklet



*Together Everyone Achieves More*

**Spring Term  
2019-20**

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**Sully Primary School Governors**  
**Llywodraethwyr Ysgol Gynradd Sili**

**Vale of Glamorgan LA Representatives**

Ms Jocelyn Parkes  
Cllr. Bob Penrose  
Mr Wayne Ellis  
Mrs Ceri Hooper

**Parent Representatives**

Mrs Vicki Judd  
Mrs Claire Venn  
Mr Jeremy Baker  
Ms Vikki Evans  
Mrs Catherine Chamberlain

**Teacher Representative**

Ms Shelley Harries  
Miss Karen Martin

**Staff Representative**

Mrs Louise Barlow

**Community Representatives**

Mrs Edwina Gill (Chair)  
Mr Mark Hobrough  
Mrs Jean Bispham  
Mr James Redford

**Minor Authority Representative**

Mrs Kay Bowring

**Acting Headteacher**

Mrs Andrea Waddington

**Clerk to the Governors**

Mrs Caroline Rees-Williams

If you need to contact a Governor please ask Mrs P. Davies or Mrs A. Game in the school office and they will give you further information.

**Dates to Note – Spring Term**

07-01-20 Year 3 Rudi's Pizza Van Visit  
07-01-20 Reception / Year 1 visit to Cardiff Museum  
08-01-20 Year 1/Year 2 visit to Cardiff Museum  
21-01-20 International Explorers Llais Group video chat with Nepal Partner School  
27-01-20 to 31-01-20 China Week  
04-02-20 Asthma Fundraiser – non uniform day (wear neon)  
05-02-20 Year 4 visit to Cardiff Castle  
10-02-20 to 14-02-20 Year 6 International Erasmus Visit to Porto Viro, Italy  
**12-02-20 Open Afternoon**  
**13-02-20 Open Afternoon**  
14-02-20 INSET DAY School Closed for Pupils

**17-02-20 to 21-02-20 Half Term Holiday**

**25-02-20 Parent Consultations**  
**26-02-20 Parent Consultations**  
02-03-20 to 05-03-20 Year 6 Cycling Proficiency  
03-03-20 Parent Forum Meeting (9.00am)  
04-03-20 Year 6 visit to Techniquist 'Polar Experience'  
09-03-20 to 13-02-20 STEM (Science, Technology, Engineering & Maths) Week  
23-03-20 to 27-03-20 Year 6 International Erasmus Visit to Rio Major, Portugal  
23-03-20 to 27-03-20 Book Fair  
26-03-20 Year 3 Street Food Festival  
30-03-20 to 03-04-20 Hosting International Visitors (LUS Project)

**03-04-20 Last Day of Term**

**20-04-20 First day of Summer Term**

Please be aware that new and exciting activities will be added to the school diary. We will notify you via emailed newsletter and the school website.

## Welcome Back

Welcome back to school, we hope that you enjoyed your Christmas festivities. Our Spring Curriculum News Booklet has been designed to inform you about the enriched learning that is taking place this term within Sully Primary School. We hope that it will also help you to further involve yourselves in your child's education and help you to develop their thirst for learning and knowledge outside of the classroom and into the real world. We are always seeking ways to further enrich the experiences of our pupils and if after reading all about your child's topic you feel your talents, skills and knowledge could add to their learning experience we would love to hear from you. If this is the case please contact the school via your child's teacher either directly or through the school office.

## Polite Reminders:

### Child Protection & Safeguarding

We take the safeguarding of our children very seriously at Sully PS, we strongly believe that it is **everyone's responsibility** to protect our children.

Mrs A Waddington is the school's principal designated safeguarding person, with Miss S. Harries (Year 2) and Miss K. Martin (Year 5) being the school's additional designated safeguarding persons.

Every member of the Sully PS team is fully trained in child protection and safeguarding. If you have any concerns, please bring it to our attention.

### Uniform

We set high standards for ourselves in Sully Primary School and as a result we are often complimented on our children's presentation and what superb ambassadors they are for our school.

We would be grateful if children were provided with black school shoes to wear to school in line with our policy and not trainers. Thank you for your support in this matter.

### National Testing Week 2020

National Testing Week for children in Year 2 – Year 6 will take place between 28/04/20 – 05/05/20. These exams are aimed to assess pupil's level of progress in reading, numerical procedural and numerical reasoning. Please note, the results of these tests are just a snapshot and may not necessarily reflect your child's performance throughout the year.

We ask that parents do not take children out of school during this time unless it is absolutely necessary.

### School Arrival & Departure

We would be grateful if parents could ensure they accompany their Foundation Phase children into school at the beginning of the school day to ensure they arrive safely.

In addition, we ask that if you have a child in Year 5 or 6 and are happy for them to walk home at the end of the school day, please inform the school in writing.

### Parent Forum

This is an open forum for all parents to involve themselves in the school and to help us develop the learning experiences of our children. All parents are welcome to attend.

All Parent Forum meetings are highlighted on the school newsletters with minutes being uploaded onto our website.

If you would like to be involved, but are unable to attend a meeting, you can always send an email to: [sullypsparentforum@gmail.com](mailto:sullypsparentforum@gmail.com)

### 'How To' videos

Please visit our website to watch our 'How To' videos which are aimed at helping you to assist your child with their numerical and reading development. A video to assist with our new approach to the development of handwriting will be made available during the autumn term. To view the videos please visit: [www.sullyschool.co.uk/homework-help](http://www.sullyschool.co.uk/homework-help)

### School Parking & One Way System

Please park your car in a considerate manner, avoiding yellow lines and the driveways of local residents. In order to minimise the levels of pollution around our school at collecting and drop off times we would request that all engines are turned off whilst your vehicle is parked.

We would also ask that people adhere to the voluntary one-way system outside the school, this means that vehicles drive down Burnham Avenue and away from the school via Smithies Avenue or down Minehead Avenue and following the road before eventually turning left back towards South Road. This certainly makes life a little easier for everyone involved.



The school Twitter account (@sullyps) is used across the school to share good news, examples of work etc with our community, please feel free to check out our Twitter feed and get involved in the life of Sully Primary School.

# Nursery Spring Term 2020

This term our topic is:

## 'Our Community and People Who Help Us'

Please support your child by talking about the activities they do in Nursery and who they play with. These are some of the skills we will be developing through active play.

### Language, Literacy and Communication skills

Talking about people who help us at home and at school eg Head teacher, teacher, caretaker  
Talking about people who help to keep us safe eg police, coast guards, firefighters.  
Talking about people who help us to stay healthy eg doctors, nurses, paramedics and dentists.  
Talking to visitors with growing confidence and asking questions.  
Learning to listen to our friends and teachers. Listening to a range of stories, poems and rhymes.  
Recognising and finding our names on our name cards.  
Learning to make marks and write our names and our numbers.

### Personal and Social Development

Value friends and family and show care and consideration.  
Encouraging independence in putting on coats and putting shoes and socks on and off in PE.  
Developing skills of working and playing together and taking turns.  
Making new friends and learning new routines.  
Learning to concentrate and complete activities.  
Become confident explorers of the indoor and outdoor environment.  
Develop an awareness of personal safety.

### Physical Development

Learning to listen to instructions and to move safely with control and to climb, run, hop and jump.  
To develop fine and gross motor skills through using a range of small and large equipment.

### Knowledge and Understanding of the World

Walk around Sully village. Festivals around the world eg, Chinese new year, Valentine's day, Saint David's day, Easter. Looking for signs of Winter and Spring and changing weathers.





**Spring Term 2020**  
**Curriculum Newsletter Year 1**  
**Topic – Time Travellers**

**Language, Literacy and Communication**



**Oracy:**

Talk about facts and information they have found out and report back to their friends. Ask and answer questions to find out more information.

**Reading:** Read a range of non-fiction books about the dinosaurs found in the wider world and in Wales. Read a range of books about the ways of life of people in different countries. Read books related to our topic, as well as powerpoints and the internet. Use the internet for research.

**Writing:** Write about dinosaurs using different contexts e.g. fact files, label pictures, and diagrams. Write reports and postcards documenting information about life in the time of the dinosaurs.

Concentrate on writing using a capital letter and a full stop. Continue with Read Write Inc. daily sessions.

**Mathematical Development**



Pupils will be developing their mathematical skills in both the indoor and outdoor classrooms. Concepts to be covered/revisited during this term include:

- One/two more and less
- Doubles and near doubles up to double 10
- Revise number bonds within 10
- Use known number bonds to add/subtract within 30
- Days of the week/months of the year/seasons
- 3D shape, names and properties
- Counting in 2s, 5s and 10s
- Odds and evens
- Halves and quarters of shapes
- Time – o'clock and half past

Problem solving

**Knowledge & Understanding**



This project has a history/science focus and teaches children about the world of dinosaurs and how life has been very different throughout the ages.

In Time Travellers, children will find out about the different dinosaurs, what they were like, how scientists and paleontologists have been able to identify and classify dinosaurs.

We will be learning about dinosaur size, how and what they ate, how they moved,

how long they lived for, and why they eventually became extinct. The children are interested in skeletons and how they are able to move. Much of the learning has been generated by the children themselves.

We will be covering some of the following skills:

- They will make observations about dinosaurs
- ask and respond to questions and find answers using learning materials and sources.
- recognise and group items of information
- learn to write simple reports and learn additional skills of sentence writing and explanation.
- use ICT and other skills to collect and store information;
- present information in a variety of ways, including ICT.

### Ways to help at home



Please continue to listen to your child read, read them stories daily, and encourage their interest in learning by borrowing books from the library, and watching appropriate child friendly videos on kids youtube (ideally within sight of yourself). The children were really excited to visit the museum, and would likely benefit from another visit with their family, to reinforce their learning, time permitting of course. PE kits should be left in school now for use on Thursday and Friday, both indoor and outdoor kits. Thank you for your continued support.

**Spring Term 2020**  
**Curriculum Newsletter Year 2**  
**Topic – Time Travellers**

Welcome back to Year 2. We hope that you had a fabulous Christmas and New Year and are looking forward to the Spring term. Below is some information about the Spring term's activities. We look forward to finding out from the children what they would like to learn about in each topic so that we can include their ideas in our planning. This will enable the children to influence their learning.

**LITERACY**

The children will continue to attend daily Read Write Inc. or Guided Reading sessions. These sessions are designed to improve each child's reading skills as well as their confidence by ensuring that teaching is matched to ability and moves forward at an appropriate pace.

During our literacy lessons, we will focus on a range of oracy, reading and writing skills across the curriculum. Some examples include:

**Oracy** – showing understanding of reading, answering comprehension questions, presenting information to an audience, talking about own experiences, asking questions to find out information.

**Reading** – non-fiction reading to find out information about various topics, reading historical stories, whole class guided reading.

**Writing** – writing creative stories, diary entries and newspaper reports, forming letters correctly using a cursive script, using basic punctuation correctly and rereading our work to ensure it makes sense.

Weekly spellings will be sent home from January. These will not be tested in school but we will expect to see evidence that these have been learnt in their written work in class.

**NUMERACY**

We aim to teach specific mathematical skills during whole class maths lessons and use these skills in a range of cross curricular activities both indoors and outdoors. Skills to be covered during the Spring term include:

**Number and Place Value** – Comparing and ordering 2 digit numbers, partitioning 2 digit numbers, place value up to 100, compare and estimate with numbers up to 100, finding halves and quarters in practical situations, recalling 2, 3, 4, 5 and 10 times tables.

**Addition and Subtraction** – Using number bonds within 10 to add and subtract larger numbers, adding and subtracting 10 or 20 to a given number, find small differences between numbers by 'counting on', using different strategies to add and subtract 2 digit numbers, doubling and halving, finding totals and give change from multiples of 10p, using different combinations to pay for items up to £1.

**Shape** – Recognising and naming regular and irregular 2d and 3d shapes, understanding the properties of shapes.

**Data** – Sorting and classifying objects, gathering and recording information from block graphs and pictograms, extracting and interpreting information from graphs.

**Measure** – Reading half past, quarter past and quarter to on an analogue clock, reading hours and minutes on a 12-hour clock.

**SPRING TERM TOPIC – TIME EXPLORER**

Our topic this term will have a focus on history and science. In particular, we will be looking at how explorers and inventors earned their places in history. However, to begin, we will travel back to prehistoric times to compare how different life on Earth was in the time of dinosaurs. We will then study the inventions and adventures that have changed the course of history. We will then go on to think about the future, and do some inventing ourselves.



In this project the children will learn:

- About ways of life at different times in history;
- About some significant events and people in history;
- How to write diary entries in role;
- How to design prototypes;
- How to carry out simple market research on existing products;
- Study different historical sources;
- How significant historical events fit together in a time line;
- How stories and events can be told from different points of view;
- To write creative stories set in different periods of history;
- How to construct freestanding structures;
- How to create observational drawings;
- How to write newspaper reports;
- How to explore history through a visit to the National Museum.

**P.E.** – Physical Education lessons for both classes will continue to be on Mondays and Fridays. The children will need to have their PE kits (navy joggers, shorts and jumper and a white t-shirt) in school every day.

**READING** – Reading is a very important part of our week and we aim to read with every child as often as possible. Reading at home is also very important and we encourage the children to bring their home reading books into school every week so that they can share what they have been reading at home with us. When the children become more confident with their reading and writing we encourage them to review their reading themselves by writing some sentences about their reading in their home reading books. The children can choose books to take home to read each week. These books should be appropriate for your child's reading ability as they are based on the Read Write Inc stages.

**ABACUS** – These is our online Maths programme and we encourage the children to access it on a regular basis if possible as it includes interactive games closely linked to the skills being taught in class. If you have misplaced any of your passwords, please let us know.

**HWB** – Hwb is the online platform that pupils use to develop their ICT skills within school. Pupils are able to access this platform at home and can use it to help with times tables learning, to write stories, create graphs, animations etc. All pupils have been given passwords for this site.

**OUTDOOR LEARNING** – Your child will be learning outdoors every day. Please ensure that your child has a coat/sun hat when needed so that they are able to get the most from learning outdoors.

**USEFUL WEBSITES/APPS**

<http://www.ictgames.com/>


squeebles

[www.topmarks.com](http://www.topmarks.com)

## Sully School






### Spring Term 2020 Curriculum Newsletter Year 3 Topic – Global Gourmet




<p><b>English</b></p>	<p><b>Oracy:</b> Debate about fair trade. Role play 'café'.  <b>Reading:</b> Looking at menus, recipes, instructions, letters and poems about food.  <b>Non-fiction reading</b> and topic based research. Daily guided reading.  <b>Writing:</b> Writing non-chronological reports, recipes and instructions. Planning and writing for different audiences.</p>
<p><b>Mathematics</b></p>	<p>Understand place-value in 3-digit numbers, including money; separate 3-digit numbers into hundreds, tens, and ones; add two 3-digit numbers using vertical written addition (expanded and compact).  Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to). Solve subtractions of 3-digit - 3-digit numbers using counting up (Frog).  Understand concept of fractions starting with halves and quarters; begin to understand eighths and fractions with a total of 1, e.g. <math>\frac{3}{4} + \frac{1}{4} = 1</math>  Double and halve numbers by partitioning. Multiply numbers between 10 and 25 by 1-digit numbers using the grid method. Look at the weight and volume of different foods.  Solve money problems through practical activities. Calculate the cost of a planned menu and running a food stall, considering the concept of profit and loss.</p>
<p><b>Global Gourmet</b></p> 	<p><b>This project has a food design and technology focus and teaches children about different food types from around the World, fair trade and the importance of eating a healthy diet for well-being.</b>  <b>The children will apply their skills and understanding by opening a Street Food Festival for the day.</b>  <b>In this project the children will learn:</b></p> <ul style="list-style-type: none"> <li>• where food originates from, and how food has a 'carbon footprint' which affects the cost;</li> <li>• about the cultural traditions relating to food; how food production is important to particular countries;</li> <li>• how diet affects our health and well-being;</li> <li>• to make accurate measurements and calculate costs of food and ingredients;</li> <li>• to develop basic food technology skills and follow recipes;</li> <li>• about different attitudes and beliefs towards food i.e, vegan, vegetarian.</li> <li>• how to use a green screen and iMovie.</li> </ul>
<p><b>Helping at home</b></p>	<p>Throughout the term we will continue to work on developing Literacy, ICT and Numeracy skills across a wide range of activities. You can support your child at home in the following ways:</p> <ul style="list-style-type: none"> <li>• listening to them read aloud (even if they are fluent readers) every night and talking to them about their reading (Read Theory is also a useful site for helping develop comprehension skills)</li> <li>• helping them to learn their weekly spellings (apps such as Squeebles or websites such as SpellZone can be useful);</li> <li>• helping them to learn their x tables and number bonds (Squeebles x tables or Hit the Button are useful tools for this);</li> </ul> <p>Your child can access Abacus (activelearn) at home to practise mathematical skills.</p>



## Happy New Year from YEAR 4!

### Spring term topic – Land of the Dragons

<p><b>Languages, Literacy and Communication</b></p> 	<p><b><u>English</u></b>          Whole class guided reading to improve fluency, expression and comprehension (Dragon Gold by Shoo Rayner, Tell me a Dragon by J. Morris, extracts from Cressida Cowell’s How to train a dragon, Dragons of Wales by Andy Frazer, Dragonology by Dugald Steer).          Reference work including dictionaries, contents pages, indexes, maps and keys.          Instruction writing (how to trap a dragon), explanations, poetry and creative story writing.          Learners will design their own dragon and create a class Dragonology book.          Handwriting – joined, cursive writing with correct ascenders and descenders.</p> <p><b><u>Welsh</u></b>          Focus on using the past tense and extending sentences, giving information and opinions. Learning new topic vocabulary linked to ‘Y Parti’ (the party) and the Eisteddfod and becoming confident asking and answering questions.</p>
<p><b>Maths and Numeracy</b></p> 	<p><b>Number:</b> Decimals and percentages, fractions, ratio and proportions. Place Value – dividing and multiplying by 10, 100 and 1,000. Recognising and using decimals including tenths and hundredths. Mental and written addition, subtraction, division and multiplication (grid method progressing to short multiplication method).  <b>Financial maths</b> – budgeting.  <b>Measure:</b> time (24 hour clock).  <b>Shape and space:</b> Perimeter and area and properties of 3D shapes.  <b>Problem solving and reasoning skills</b>  <b>Cross-Curricular</b> maths based on our topic.</p>
<p><b>Humanities</b></p> 	<p>This project has a humanities focus and will teach children about many aspects of the middle ages of Welsh history. They will answer questions such as ‘What was Wales like in the past?’ They will learn about significant Welsh figures that shaped this period of history and will also focus on learning about the castles of Wales. They will consider the inquiry question, ‘Where is the best place to build a castle?’ and will choose how to present their research.</p> <p>Children will also learn about the cultural identity of Wales and will discover the various wonders of our country. They will decide on their own top wonder and justify their opinion.</p> <p>Learners will look at why holy books are important to believers of different religions.</p>

<p><b>Science &amp; Technology</b></p> 	<p><b>Science: 'Let's Play with Physics'</b> Children will learn about different forces such as pushes, pulls, magnetism and friction. They will plan a series of fair tests and will make predictions based on their previous knowledge and experience.</p> <p><b>Design and Technology:</b> Children will have the opportunity to learn about levers and linkages and will design and make their own models incorporating skills they have learnt during this project.</p> <p><b>ICT:</b> Children will have the experience to enhance and develop all aspects of their filmmaking skills. They will be encouraged to write and create their own films based on our topic. They will learn how to use iMovie and a green screen. They will continue to develop their ability to use the Internet safely for research.</p>
<p><b>Expressive Arts</b></p> 	<p>Children will study a variety of mythical beast illustrations (e.g. by the illustrator Iman Joy El Shami Mader) and design their own mythical creature. They will draw a dragon's eye and use clay to create it in 3D. They will also design, draw and paint their own image of a castle, combining paint and pastel into their work.</p> <p>Children will learn to maintain a part in group singing and will learn a range of traditional Welsh songs to be performed during our Eisteddfod celebrations.</p>
<p><b>Health and well-being</b></p> 	<p>Children will focus on developing their footwork skills for outdoor team games. They will also learn the rules of tag rugby and will play short games. Children will learn a traditional Welsh dance to celebrate St. David's Day.</p> <p>Children will reflect on their own learning with the aim of becoming resilient, resourceful, reflective, curious team players (our learning assets).</p>

Useful websites:

<https://www.bbc.co.uk/newsround> - discussion and current affairs


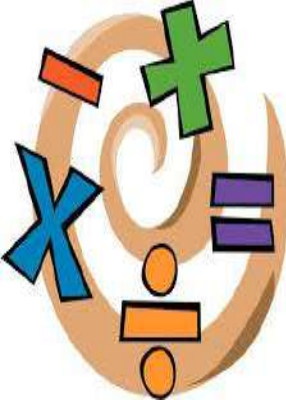
<http://www.sciencekids.co.nz/> - fun experiments at home

<https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths> - games to practise maths skills

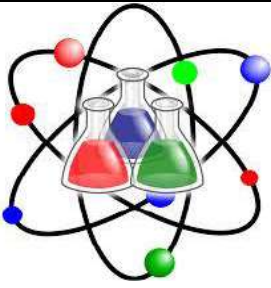
<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar> - spelling

<https://cadw.gov.wales/visit/family-days-out/10-top-castles-kids>

**Sully School**  
**Spring Term 2020**  
**Curriculum Newsletter Year 5 Topic- Water Explorers**

<p><b>Language, Literacy and Communication Skills</b></p> 	<p>Daily Guided Reading Activities.          Weekly Spelling Tests – Year 5 Vocabulary, Topic Vocabulary and Individual Spelling.          Class Guided Reading.          Comprehension on a range of novels based on the topic.          Presentations – Talk about something brought in from home explaining why it is important to them.          Class/Group discussion/Balanced arguments – Is water good or bad? Should villages be flooded to make reservoirs?          Persuasive Writing - Persuade BP/Dow Corning to do more about helping the environment.          Newspaper Reports - On local/national disasters. The Flooding of Tryweryn          Chronological Reports Based on research carried out. The Water Cycle.          Descriptive Writing - The story of a raindrop A story for younger pupils. A sea/ pirate story.          Activities linked to class novel Malamander.  <b>Welsh</b>          Y Dref          Teledu – Use a variety of sentence patterns including using positive and negative statements, first and third person and adjectives          Book - Canu yn y Cor          Yn fy marn i. Dw i'n meddwl bod..... Fy hoff rhaglenni</p>
<p><b>Mathematics and Numeracy</b></p> 	<p><b><u>Mathematics and Numeracy</u></b>          Place value including whole numbers and decimal numbers.          Recognise factors, multiples, prime numbers and square numbers.          Convert units of measure including length, volume, weight.          Recognise fractions and find fractions of amounts.          Recognise equivalent fractions, improper fractions and mixed number fractions.          Find the highest common multiple and the lowest common multiple.          Add and subtract fractions with the same and different denominators.          Recognise the properties of 2D and 3D shapes.          Multiply and divide by one and two digits.          Draw and measure angles.          Locate coordinates in the first and all four quadrants.          Negative numbers including temperature and money.          Money and everyday money problems          Keeping a record of money.          Use the terms profit and loss.          Which is the best value for money?          Reasoning Activities linked to everyday life situations.</p>

<p><b>Science and Technology</b></p>	<p><b><u>Science</u></b>  <b>Pupils to research and discuss the following :</b>          What is the sea made from?          Why is the sea salty?          How does the water cycle work?          How do boats float and sink?</p>
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How are animals and sea creatures adapted to living in the sea?

### **Technology**

Researching a range of topics.

Internet safety.

Define a computer network and understand how networks work.

Use of Hwb and Google Classroom.

Stop Animation

3D Ocean Lab Visit.

Mechanical systems, levers and linkages- Design a ship/boat. Which floats the best?

Create a sea creature/monster from junk.

## **Humanities**



### **Humanities**

#### **What impact have explorers had on the world?**

Carousel of research including James Cook, Sir Walter Raleigh, Christopher Columbus, Francis Drake, Marco Polo and compare with modern day explorers.

#### **What are the names of the oceans/ rivers in the world?**

How did they get their names?

Locate them on a world map and plot voyagers' journeys.

How did the oceans/ rivers get their names?

How much of the world is covered by water?

How deep is the ocean?

#### **What and where is the Bermuda Triangle?**

Research the Bermuda Triangle.

#### **What is the effect of humans on the sea?**

Global warming, climate change, polar ice caps;

Pollution, plastics, chemicals, oil spills, coral losing colour.

#### **What disasters have been on the sea?**

#### **Research local and national disasters.**

**Worship** – Looking at the beliefs and customs from a range of religions including Christians, Jews and Muslims.

## **Expressive Arts**



### **Expressive Arts**

Create a sea shanty.

Dance - Create a dance to accompany a piece of music inspired by the sea./ sea monsters

Listen and analyse music associated with the sea eg Movie themes, songs etc.

Create a sea monster/fish from collage.

Compose a sea shanty/ pollution rap.

Art work inspired by 'The Wave'.

Draw pirate posters.

Make posters to encourage people to stop pollution and put them up in the village

## **Health and Well Being**



### **Health and Well-Being**

Internet Safety.

SEAL- Going for Goals and Good to be Me.

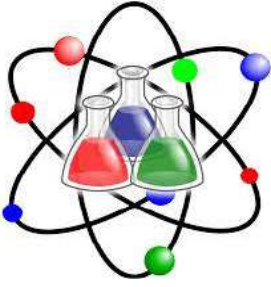
Values – Tolerance, Honesty, Responsibility and Thoughtfulness.

Gymnastics and Dance.

Hockey and Orienteering.

Is water good for you? Discuss the positive and negatives eg health, extreme weather.





Complete the insulation investigation  
Research man surviving in extreme weather conditions  
Research clothing materials used in keeping warm/cool  
Testing our different clothing – which keeps us warmer outside?  
Study how gases, liquids and solids form when we heat or cool different products  
Reversible and irreversible changes when heating and cooling.

### **Technology**

Take photos, crop pictures, add screen grabs by annotating and voice over  
Use their chosen form of multimedia to create an instructional video  
Use QR codes to link their created video to the appropriate resource  
Stop motion animation of the sinking of the Titanic  
Create a computer aided design model of volcanoes & icebergs  
Create a scratch animation of a part of Shackleton's journey.  
Stop animation of natural disasters.  
Creating a creature that is adapted to living in Fire and Ice Environment  
Design tin foil boats to test how well they float with weight  
Design and create a model of a ship using different materials

### **Humanities**



### **Humanities**

Study climate throughout history and compare them to current temperatures whilst predicting what they will be in the future.  
Look at historical fires eg great fire of London, and compare. Create a timeline. Identify environments around the World which are cold / hot (look at their features)  
Look at how the Ice caps have changed (the effect on the environment/organisms)  
Mapping work - temperature scale / Mapping regions & their characteristics  
Mapping work - temperature of oceans/Mapping wildfires around the World  
Choose a geological feature to study and present back on (present back in medium of your choice)  
Identify volcanoes around the World and produce statistical information on these places  
Learn about the Titanic (Create a presentation / VR tour of Ship Building)  
Research Shackleton and observe how the landscape affected his expedition  
RE – The Creation  
How the world was created according to the bible  
Compare to other faiths and note similarities and differences.  
Look at the big bang theory  
Debate religion v science – How was our world created?


### **Expressive Arts**



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Create a role play about the sinking of the Titanic  
Draw illustrations of the Titanic  
Freeze Frames of Shackleton's Journey choice of multimedia they wish to use  
Abstract Artwork (Fire and Ice pictures) - Use as their topic front cover  
Analyse and select different types of music that may reflect the Great fire of London  
Learn songs related to fire and ice eg They built the ship Titanic/London's burning etc. Create rounds in groups or as a whole class.  
Create their own simple song about fire and ice. Use a familiar tune and perform.  
Create a dance on the Great Fire of London. Use the music to accompany the dance  
Create a trailer for a movie of Shackleton's adventure.  
Research in pictures of how human activity is affecting climate change.  
Design their own poster of images to show how human activity is affecting climate change



	<p>Select an image of their choice which can be printed.          Print images using different coloured inks          Research artwork and images of a wildfire          Design their own image of a wildfire          Create a collage/painting of a wild fire using their previous designs</p>
<p><b>Health and Well Being</b></p> 	<p><b><u>Health and Well-Being</u></b>          Internet safety - Treating peers responsibly online/ regulate screen time          Daily 10 minute activity – games, relays, mile etc          Mental health – How do humans survive extreme conditions, explorers, survivors etc          Seal – Our worries and how we can overcome them. Compare them to the worries of explorers, survivors. What are our worries about the future of our world –global warming/wars etc. Look at solutions and how we can play our part.  <b>PE</b>          Warm up – sending receiving the ball in various ways, teamwork, travel, coordination, adapting quickly to changing skills          Creative Skills – Creating games and adapting skills to suit the game.          Floor skills – Balance, core and coordination          Indoor mini games – Seated volleyball and scorpion handball  <b>Games</b>          Warm up – Ball skills – individually/pairs/groups, throwing/bouncing/ catching              Bat and Ball skills – feeding/striking/catching/controlling              Racket skills – forehand/backhand/volley/serve          Relays – different movement running/side stepping/backwards with bat and ball skills          Mini games – throw catch tennis, champion, double bounce, team tennis, doubles          Rallying – in pairs over a net – make a record          Tennis Games – individual/doubles or team tennis games</p>

