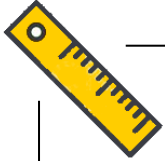


There are lots of ways you can enhance your child's learning at home!



You could research any interesting city of Great Britain and create a fact poster.

You could explore recipes from different countries and do some cooking together and then record your recipe to share with the class.

Children often like making things so any collage or model of an iconic city feature, where the children have to research first to find out specific details, is a lovely half term activity to do together.

Watch any relevant television programmes about climate zones and life in other countries including any of Michael Palin's travels and any relevant David Attenborough BBC documentaries.

Visit Somerton library and explore their collection of books about life around Britain or in other countries. The library needs our support.

You could visit sites of interest in British cities and then produce a visitor's report with interesting details and pictures to share back in class.

Start researching and gathering materials to create your hat that will represent a particular city for our topic outcome hat parade. No buying something new off the internet – just be creative with what you have already.



Our Learning Journey City Life

KING INA



CHURCH OF ENGLAND ACADEMY



King Ina
Church of England Academy

Some of the questions that we hope to answer this term

Our main topic has an explore focus about City Life.

What are the climate zones of our world and how are they created?
Where does each continent sit on the globe?
What is a climate?
What are the capital cities of the European countries?
How are Great Britain, European countries and North and South America similar and different to each other?
How do you circumnavigate the world?
How do you plan a journey to another country?

In science the children will be looking at Forces, Magnets and Light

How do magnets work and what can we use them for?
What materials are magnetic and why are others not magnetic?
What is light and how does it travel? How are shadows formed?
How are night, day and the seasons created by the sun?

In R.E. our unit of study is Journeys

Why are journeys and places special?
Why and when do we make journeys in daily and religious lives?
What are the stages of our journey of life?
What are the Christian rites of passage?

In P.E. we shall be exploring a range of personal skills.

How can I work well in a team?
How can I support others in their learning?
What skills so I need to be able to create my own games and activities?

We are learning to speak and write in French through basic themes.

How can we communicate in another language?

We are learning about music from other cultures.

What music do other cultures and countries listen to?

Our Learning Journey

Our topic was launched on Tuesday 8th January 2019 with the classes rotating around the school and experiencing a range of geographical activities with each of the class teachers. These activities included globe, atlas and map work, climate zones, recognising countries and matching them to capital cities, digital mapping and orienteering.

On the first day of term I asked the children what they would like to do and I have planned the topic to include many of their ideas.

We shall be looking at the advantages and disadvantages of living in the city and the countryside, and listing the key features for each one.

We shall be locating key cities of Great Britain and capital cities all around the world on maps and discussing climate similarities and differences.

We shall then embark on a virtual journey as we study the story Around the World in 80 days by Jules Verne. We shall be plotting his route and discovering more about the countries and cities he travels through in detail. This will include the geographical position on globes and maps, the different climate zones and the flora, fauna and landscapes this creates as well as some of the cultural differences.

The children will then have an opportunity to select a capital city of a European country to study individually in more detail which may help to inspire them with their hat creation for the grand hat parade.

The topic will culminate in one of our topic outcome days. The children will be encouraged to make a hat which represents a particular city. You will be invited to look around the classroom and share in an activity based around the topic with your child. After this there will be a parade of the hats made by the children before they are judged by local people with an interest in art.

