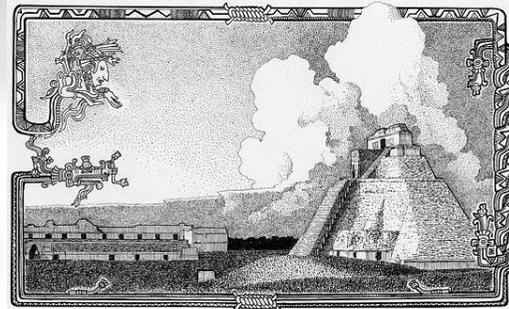


# Carnival Time



Successful learners

## Areas of Learning

As Historians we will use historical sources, ask questions and research to find out about the fascinating civilisation of the Ancient Mayans. We will be finding out where the Mayans lived, what their lives were like, and how their society was organised, as well as investigating the evidence they left behind and uncovering some Mayan mysteries.

As Geographers we use a range of resources and ask questions to find out about the continent of South America and the countries within it, in particular, the climate and the physical and human characteristics of the area. We will use geographical vocabulary to describe these. We will use maps to research settlements, land use, rivers etc. We will draw conclusions on why people settled where they did. We will compare how the life of people in South America is different to our lives here.

As Scientist we will work scientifically on a variety of quick challenges and longer tasks to explore the five kingdoms of living things and categorize plants and animals. As part of this topic, we will be taking part in the RSPB Big School Birdwatch. We will also discover how sound travels and how the ear works.

As Artists we will learn skills for improving our drawing techniques.

As Designers we will use research carnival costumes. We will design and make our own carnival masks and headdresses.

As musicians, we will learn about music used in films and how sound effects are created. We will write our own film music score and create our own effects for a cartoon.

Confident individuals

### Enterprise

As enterprising people, we will:

Arrange a Mothers' Day tea.

Responsible Citizens

### Enrichment

To enrich our learning:

Role play: To hold a carnival – designing and making masks and headdresses.

To visit the library.

To partake in a number of local sporting events.

### Spiritual & Moral

In our spiritual and moral development:

We will learn about the religious beliefs of the Ancient Mayan civilisation.

We will learn how to use the Lord's prayer as a guide to how we pray.

We will learn from the life of Saul.

### Communities

As members of a community we will:

Visit the library

Help the RSPB by taking part in the Big School Birdwatch.

History Key Objectives	Milestone 3
To investigate and interpret the past	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
To understand chronology	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Use dates and terms accurately in describing events.</li> </ul>
To build an overview of world history	<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
To communicate historically	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>
Geography Key Objectives	Milestone 3
To investigate places	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>
To investigate patterns	<ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> </ul>
To communicate geographically	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• Describe and understand key aspects of <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>
Science Key Objectives	Milestone 3
To work scientifically	<ul style="list-style-type: none"> <li>• Plan enquiries, including recognising and controlling variables where necessary.</li> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>

<b>Science Key Objectives</b>	<b>Milestone 3</b>
To investigate living things	<ul style="list-style-type: none"> <li>Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms.</li> </ul>
To investigate sound and hearing	<ul style="list-style-type: none"> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
<b>Art Key Objectives</b>	<b>Milestone 3</b>
To develop ideas	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> </ul>
To master techniques: (drawing)	<ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Use lines to represent movement.</li> </ul>
To take inspiration from the greats	<ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>
<b>D/T Key Objectives</b>	<b>Milestone 3</b>
To master technical skills (materials)	<ul style="list-style-type: none"> <li>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> </ul>
To master technical skills (construction)	<ul style="list-style-type: none"> <li>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</li> </ul>
To design, make, evaluate and improve	<ul style="list-style-type: none"> <li>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>Make products through stages of prototypes, making continual refinements.</li> <li>Ensure products have a high quality finish, using art skills where appropriate.</li> <li>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul>
To take inspiration from design throughout history	<ul style="list-style-type: none"> <li>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>Create innovative designs that improve upon existing products.</li> <li>Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>
<b>Religious Education Key Objectives</b>	<b>Milestone 3</b>
<ul style="list-style-type: none"> <li>To reflect</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>Explain their own ideas about the answers to ultimate questions.</li> </ul>
<ul style="list-style-type: none"> <li>To understand practices and lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>Explain why their own answers to ultimate questions may differ from those of others.</li> <li>Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> </ul>

<ul style="list-style-type: none"> <li>To understand values</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of the role of a spiritual leader.</li> <li>Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>Express their own values and remain respectful of those with different values.</li> </ul>
<b>Languages Key Objectives</b>	<b>Milestone 2</b>
<ul style="list-style-type: none"> <li>To read fluently</li> <li>To write imaginatively</li> <li>To speak confidently</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand the main points in short written texts.</li> <li>Read short texts independently.</li> <li>Use a translation dictionary or glossary to look up new words.</li> <li>Write a few short sentences using familiar expressions.</li> <li>Express personal experiences and responses.</li> <li>Write short phrases from memory with spelling that is readily understandable.</li> <li>Understand the main points from spoken passages.</li> <li>Ask others to repeat words or phrases if necessary.</li> <li>Ask and answer simple questions and talk about interests.</li> <li>Take part in discussions and tasks.</li> <li>Demonstrate a growing vocabulary.</li> </ul>

English	Mathematics	Computing
Poetry – structure monologues Narrative workshop Persuasion Instructions Take one book	A: Exploring, understanding and applying the number system B: Securing numerical fluency and understanding geometry (properties of shape) C: Understanding fractions, measures and statistics. D: Developing fractions and calculating. E Securing numerical fluency, measures and geometry (position and direction).	To code using scratch. To create and manipulate spreadsheets.

Physical Education	Music	
To develop practical skills in order to participate, compete and lead a healthy lifestyle: <u>In Games</u> <ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>Work alone, or with team mates in order to gain points or possession.</li> <li>Strike a bowled or volleyed ball with accuracy.</li> <li>Use forehand and backhand when playing racket games.</li> <li>Field, defend and attack tactically by anticipating the direction of play.</li> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> </ul>	To perform: <ul style="list-style-type: none"> <li>Sing or play from memory with confidence.</li> <li>Perform solos or as part of an ensemble.</li> <li>Sing or play expressively and in tune.</li> <li>Hold a part within a round.</li> <li>Sing a harmony part confidently and accurately.</li> <li>Sustain a drone or a melodic ostinato to accompany singing.               <ul style="list-style-type: none"> <li>Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul> </li> </ul> To compose: <ul style="list-style-type: none"> <li>Create songs with verses and a chorus.</li> <li>Create rhythmic patterns with an awareness of timbre and duration.</li> </ul>	

In Dance

- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences.
- Express an idea in original and imaginative ways.
- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
- Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

In Swimming

- Swim over 100 metres unaided.
- Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
- Swim fluently with controlled strokes.
- Turn efficiently at the end of a length.

- Combine a variety of musical devices, including melody, rhythm and chords.
- Thoughtfully select elements for a piece in order to gain a defined effect.