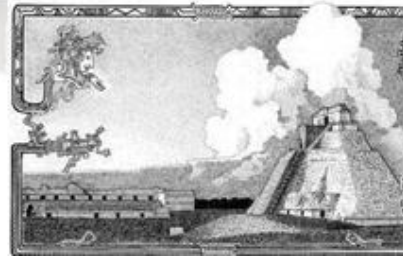


Carnival Time!



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 will use a range of resources and ask questions to find out about the continents of North and South America and some of the countries within them, in particular, we will develop our understanding of the climate and the physical and human characteristics of these areas. We will use geographical vocabulary to describe these. We will use maps to research mountainous areas around the world.

As Scientists we will engage in rigorous practical and written scientific activities. Firstly, we will use diagrams, texts, models and interactive sources to investigate the human body. We will revise our understanding of the skeletal and digestive system and develop our knowledge of the circulatory system. In the second part of term, we will review our knowledge and practical investigative skills under the topic of sound and hearing.

As Artists we will use digital media to create work inspired by The Greats.

As Designers we will use research carnival costumes. We will design and make our own carnival masks and headaddresses. We will use our construction skills and understanding of gears, cams and motors to make moving models fairground rides.

As Musicians, we will learn songs under the carnival topic heading, performing these as solos and as groups. We will develop musicality as we endeavour to play melodies and harmonies with tuned instruments.

As Speakers of French we will learn about French customs, festivals and culture. We will also develop our listening, reading and comprehension skills

As Users of Technology we will use Microsoft Excel and develop our ability to create present data in different ways. We will also create animations using a range of programs.

Confident individuals

Enterprise

World Book Day
Picture Book Club

Responsible Citizens

Enrichment

Science Day
Mayan Day
Assembly play performance

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

Choral speaking events
Music events
Rotary Swimathon
Bisi Badminton
Mother's Tea

Geography Key Objectives	Milestone 3
To investigate places	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location.</p> <p>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.</p>
To investigate patterns	<p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>
To communicate geographically	<p>To describe and understand key aspects of human and physical geography.</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
History Key Objectives	Milestone 3
To investigate and interpret the past	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
To build an overview of world history	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school.

	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Use dates and terms accurately in describing events.
To communicate historically	<ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. • Use appropriate historical vocabulary to communicate.
Science Key Objectives	Milestone 3
To work scientifically	<p>Plan enquiries, including recognising and controlling variables where necessary.</p> <p>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>Present findings in written form, displays and other presentations.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
To investigate sound and hearing	<ul style="list-style-type: none"> • Find patterns between the pitch of a sound and features of the object that produced it. <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>

<p>To understand animals and humans</p>	<p>Describe the changes as humans develop to old age.</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>
<p>Art and Design Key Objectives and Design Technology Objectives</p>	<p>Milestone 3</p>
<p>To develop ideas</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>
<p>To master techniques digital media</p>	<p>Enhance digital media by editing (including sound, video, animation, still images and installations).</p>
<p>To take inspiration from the greats (classic and modern)</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>
<p>To master skills DT - construction</p>	<p>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).</p> <p>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).</p> <p>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p> <p>Convert rotary motion to linear using cams.</p> <p>Use innovative combinations of electronics (or computing) and mechanics in product designs.</p>

To design, make and improve	<p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <p>Make products through stages of prototypes, making continual refinements.</p> <p>Ensure products have a high quality finish, using art skills where appropriate.</p> <p>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p>
French/MFL	Milestone 3
To read fluently	<p>Read and understand the main points and some of the detail in short written texts.</p> <p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p>Show confidence in reading aloud, and in using reference materials.</p>
To write imaginatively	<p>Write short texts on familiar topics.</p> <p>Use knowledge of grammar to enhance or change the meaning of phrases.</p> <p>Use dictionaries or glossaries to check words.</p>
To understand the culture of the countries in which the language is spoken	Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
To speak confidently	<p>Vary language and produce extended responses.</p> <p>Be understood with little or no difficulty.</p> <p>Understand the main points and opinions in spoken passages.</p> <ul style="list-style-type: none"> • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests,
Music	Milestone 3
To perform	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p>

	<p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>
To transcribe	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical staff.</p> <p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>Understand and use the ♯ (sharp) and ♭ (flat) symbols.</p> <p>Use and understand simple time signatures.</p>
To describe music	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music.</p>
To compose	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinato (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.