

Feasts and Festivals



Areas of Learning

As geographers and historians we will map the progress of the Roman invasion across Europe. By studying old maps and using modern atlases we will develop our understanding of European countries physical geography and understanding what resources the Romans were able to gain by invading these places. We will use secondary sources to learn about Roman life and develop our knowledge of the legacy they left behind.

As scientists we will use our investigative skills to understand the structure of the human skeleton. We will make models of the biceps and triceps muscles to enhance our understanding of how these work in pairs. Throughout the term we will perform investigations to deepen our knowledge of a sensible balanced diet and help us make informed choices about how to keep healthy. We will learn about how sound travels and look at the structure of a human ear to comprehend how we hear.

As artists and designers we will study and make artwork using mosaic techniques. We will practise safe food preparation and develop our cutting, chopping, mixing skills and our understanding of following recipes in order to host a Roman feast for class 3 and 4. We will learn about the Impressionists and copy some of their painting techniques.

As musicians, through units of work about the human body and communications we will develop our understanding of pitch and tone and learn to sing together in rounds.

As users of technology we will develop our understanding of how computers are networked by completing practical classroom activities. We will investigate how to use search engines to find the correct information quickly. We will go onto use technology to create a collaborative piece of music using digital and recorded sound.

As Speakers of other languages we will use practical activities to enhance our French vocabulary and hold conversations about parts of the body. We will read the Hungry Caterpillar in French and translate this by using dictionaries and our knowledge of cognates and near cognates. We will develop our written French by emulating keys phrases and studying the structure of the verb avoir.

Confident individuals	Responsible Citizens		
Enterprise	Enrichment	Spiritual & Moral	Communities
<p>As enterprising people, we will:</p> <p>Host a Mother's Day tea for parents</p> <p>Budget for Roman feast</p>	<p>To enrich our learning:</p> <p>Hold a Roman feast for KS2</p> <p>Celebrate World Book Day</p> <p>Picture book club – competition entry club members only</p> <p>Visit to Grantham Library</p> <p>Use Grantham Museum Roman's loan box to gather clues from artefacts</p>	<p>In our spiritual and moral development:</p> <p>Learn about Chinese New Year</p> <p>Studies the Bible stories of Ruth and Samuel and learn lessons from their lives</p> <p>We will find out about various world religious festivals</p>	<p>As members of a community we will:</p> <p>Perform poetry at choral speaking festival</p> <p>Producing a dramatised class assembly for parents</p> <p>Forming a choir for the Grantham Music Festival</p>

History Key Objectives	Milestone 2
<p>To investigate and interpret the past</p> <p>To understand chronology</p> <p>To build an overview of world history</p> <p>To communicate historically</p>	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Suggest causes and consequences of some of the main events and changes in history. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Give a broad overview of life in Britain from ancient until medieval times • Describe and characteristic features of the past, including areas, beliefs, attitudes and experiences of men, women and children. • Describe changes that have happened in the locality of the school throughout history. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Geography Key Objectives	Milestone 2
<p>To investigate places</p> <p>To investigate patterns</p> <p>To communicate geographically</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Describe geographical similarities and differences between countries. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe key aspects of human geography, including: settlements and land use. • Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
Science Key Objectives	Milestone 2
<p>To work scientifically</p>	<ul style="list-style-type: none"> • Ask relevant questions. • Set up simple practical enquiries & comparative & fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings

Food & our bodies 3.2	<ul style="list-style-type: none"> Identify that humans and some animals have skeletons and muscles for support, protection and movement. Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.
What's that sound? 4.1	<ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.
Art Key Objectives	Milestone 2
To develop ideas	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.
To master techniques (collage)	<ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.
To take inspiration from 'The Greats' (classic and modern)	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.
Design Technology Key Objectives	Milestone 2
To master techniques (food)	<ul style="list-style-type: none"> Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).
Computing Key Objectives	Milestone 2
To communicate	<ul style="list-style-type: none"> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.
To connect	<ul style="list-style-type: none"> Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work.
PE Key Objectives	Milestone 2
To develop practical skills in order to participate, compete and lead a healthy lifestyle. Games - Hockey	<ul style="list-style-type: none"> Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Pass to team mates at appropriate times. Lead others and act as a respectful team member.
Dance	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea.

Swimming	<ul style="list-style-type: none"> • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water.
Languages Key Objectives	Milestone 2
<p>To read fluently</p> <p>To speak confidently</p> <p>To understand the culture of the countries in which the language is <i>spoken</i></p>	<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.
PSHE Key Objectives	
	<p>HW3. To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</p> <p>HW22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>WW17. To explore and critique how the media presents information.</p>