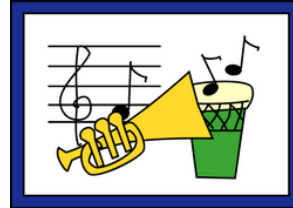
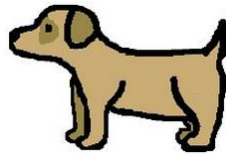


Ferocious Earth



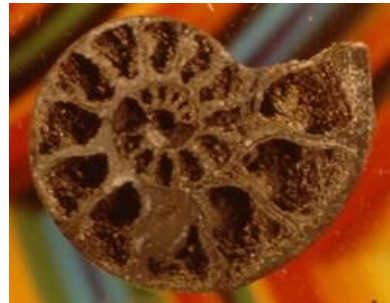
Instructions



Plays

Exploring Form - poetry

Reports



Successful learners

Areas of Learning

As Geographers we will use different types of maps, comparing these with photographs to identify physical features of the landscape in Britain. We will study areas of volcanic and seismic activity in the world, considering the human activity in these areas why people choose to live in the shadow of potential danger. We will investigate areas that are high above sea level using geographical vocabulary to make comparisons between Lincolnshire and our European neighbours.

As Scientists we will perform investigations to discover the properties of various rock types ensuring that we carrying out fair testing. We will classify these in different ways using appropriate scientific vocabulary. We will discover how these rocks can be useful and how soil and rock types vary across the landscape. Linking are learning to geography, we will consider why certain areas flood and investigate the permeability of different rocks.

As Artists and Designers we will use practical sessions to develop our understanding of printing techniques. We will use these to create leave prints and create our own fossil image. We will discover how to use the colour wheel to create impact in our artwork, using collage and digital devices to create Matisse inspired pieces.

As Musicians we will use our voices to investigate pitch, tone and rhythm. We will develop our knowledge of musical notation and use this to work in partnership with our peers to play a variety of tuned and untuned percussion. We will also have the opportunity to learn the recorder.

As Users of technology we will develop our knowledge of algorithms and perfect our understanding of sequencing then use coding in Scratch online software to develop a simple game based on a map of Europe and an animation to explain how fossils are made. This term we will also be reviewing our understanding of e-safety.

As Speakers of other languages we will be introduced to new vocabulary through stories and computer games. We will learn the names of animals, using cognates and near cognates to help us remember this new language. Some of us will access prior learning using adjectives to describe animals, understanding the differences between English and French grammar.

Confident individuals

Enterprise

Dance – all Key Stage 2 will follow a scheme of work developed by the Royal Opera House and work towards their competition entry.

Responsible Citizens

Enrichment

KS2 Education visit to Newark Civil War Centre in October in preparation for historical learning after half term.

A variety of after school clubs will be available.

In R.E. lessons, our focus will be the importance of being thankful. Through Bible stories and passages of scripture, we will understand how Christians develop their relationship with God.

Spiritual & Moral

We will develop our understanding of how to stay safe on line.

We will learn how to manage risk, in particular road safety.

We will discuss self-image and how images we see in the media do not always reflect reality.

We will formulate class rules and will assign each member responsibilities to ensure our class is a happy one.

Communities

We will hold a Harvest Festival for the community.

We will take part in the school Harvest Festival for parents and the wider community.

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 the social, ethnic, cultural or religious diversity of past society. • Describe and characteristic features of the past, including areas, beliefs, attitudes and experiences of men, women and children. • 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. • 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 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: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
Science Key Objectives	Milestone 2
<p>To work scientifically (Term 1 and 2)</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.

<p>To understand evolution and inheritance</p> <p>To investigate materials</p>	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth years ago. <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter.
Art Key Objectives	Milestone 2
<p>To develop ideas</p> <p>To master techniques</p> <p>To take inspiration from The Greats (classic and modern)</p>	<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. <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. <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.
Computing	Milestone 2
<p>To code</p>	<p>Use specified screen coordinates to control movement.</p> <ul style="list-style-type: none"> • Set the appearance of objects and create sequences of changes. • Create and edit sounds, control when they are heard, their volume, duration and rests. • Control the shade of pens. • Specify conditions to trigger events. • Use IF THEN conditions to control events or objects. • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).

	<ul style="list-style-type: none"> • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables. • Use the Reporter operators <p>() + () () - () () * () () / () to perform calculations.</p>
PE – Games, Dance, Swimming	Milestone 2
To develop practical skills in order to participate, compete and lead a healthy lifestyle - Netball	<p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • 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. <p>Dance</p> <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. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching <p>Swimming</p> <ul style="list-style-type: none"> • 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.
French	Milestone 2
To speak confidently	<ul style="list-style-type: none"> • 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.

To write imaginatively

- Write a few short sentences using familiar expressions.
- Write short phrases from memory with spelling that is readily understandable.