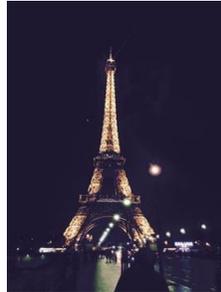
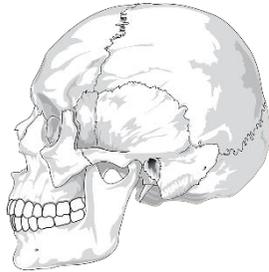


Treasure Hunters



Successful learners

Areas of Learning

As Geographers and historians linking with their investigations of the Viking and Anglo-Saxon invasion of the UK, pupils will locate the countries where these people were from originally and plot their route through England. They will identify key invasion points and settlement areas: for example Lindisfarne and York. They will discover the differences between their home country in terms of geographical features and human activities and England, suggesting reasons why Vikings settled in the UK. Through the study of historic and present day maps, pupils will investigate how these areas have changed over time.

As Scientists we will evaluate the structure of teeth in humans and animals to gain an understanding of the animal classification system. Through observations, we will understand why teeth have different purposes and how they develop from infants to adults. We will create diagrams of different types of teeth labelling the parts and perform scientific investigations to discover how diet affects their teeth and how they can best preserve them. Over the second part of the term, pupils will investigate light in terms of sources, seeing, reflections and shadows. Working in scientific teams children will perform investigation to understand and explain how light appears to travel in straight lines and how this affects seeing and shadows.

As Artists and Designers, we will dye fabric, decorate swatches with a variety of stitches, pad shapes and collate their creations to form a textile picture of a Viking longboat at sea, which we will make into a cushion. In our sketchbooks, we will develop our knowledge and shading skills to create different textural effects.

As Musicians, we will use poetry skills and understanding of musical phrases to write lyrics based on our local community, both present and past. We will broaden our knowledge of musical street performances and look at rhythmical rhyme to create a performance.

As Users of technology, we will discover how to use spreadsheets for calculation purposes. We will refresh our knowledge of internet safety and of how to use the internet for research ensuring we do not plagiarise. We will use Scratch to create a Viking animation.

As Speakers of other languages, we will learn about the culture in French speaking countries. Using maps and facts, we will improve our knowledge of key areas of interest in France. We will increase our vocabulary, learning new words and phrases relating to transport and travel. We will use puppets to perform a play in French.

Confident individuals

Enterprise

Competition Entry - WBD

Responsible Citizens

Enrichment

Writing a letter to an author
Visit to the Grantham Library
Visit to The Dig and Jorvik by train

Spiritual & Moral

French culture
Bullying prevention
Places of worship in the local area

Communities

Performing poetry at choral speaking festival
Sporting events with other schools
Display in association with Grantham Museum

| 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. • 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. • 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> <p>To understand animals and humans</p> <p>To investigate living things</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 • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • 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. • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. |

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| To understand light and seeing | <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. |
| 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 (drawing) | <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. |
| To master techniques (textiles) | <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. |
| 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. |
| Computing | 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 - Games | Milestone 2 |
| To develop practical skills in order to participate, compete and lead a healthy lifestyle. | <ul style="list-style-type: none"> • Games • 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. |
| Hockey | |
| Badminton | |
| Gymnastics | |

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| Swimming | <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). <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/MFL | <ul style="list-style-type: none"> • 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 spoken</p> | <ul style="list-style-type: none"> • Read and understand the main points in short written texts. <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. <ul style="list-style-type: none"> • 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. |