

Extra, Extra, Read All About It...



Areas of Learning

As Geographers and Historians, we will study the journey of Captain Cook and the botanist Joseph Banks. By using atlases and online resources, we will develop a knowledge of the human and physical geography of Lincolnshire, comparing this county to others in the U.K. Plotting the voyage of HMS Endeavour, we will learn about places visited, including Australia. Using primary and secondary sources, we will create a body of information about the history of Lincolnshire, focusing particularly on the 1700's comparing this to other countries during this time – Australia, America and France. We will develop an understanding of what life was like in the Georgian period for rich and poor people and for foundlings.

As Scientists we will perform investigations to answer a range of scientific questions, to help us develop our understanding of forces. We will select appropriate equipment and be methodical in our approach, recording our measurements and observations. By studying the work of famous scientists, we will expand our understanding of how forces help us in everyday life. After half term, our focus will turn to the moon's phases, other planets, the sun and other areas of outer space, deepening our understanding of scientific development in this area.

As Artists and Designers initially we will trial a range of printing techniques, developing a body of work in our sketchbooks. We will look closely at the work of artist Blexbolex, a French book illustrator who uses printing for his designs. We will design our own Brain Builder book covers and later in the term, print our own book jacket designs. This term we will also develop our drawing techniques using a variety of pencils and other drawing implements. We will apply shading techniques to draw an apple and our mathematical skills to develop Islamic repeating patterns.

As Musicians we will access our new music room to practise singing in harmony, learning songs themed around journeys. We will use a wide variety of instruments and voice sounds to compose music, adding our own lyrics to our creations. We will record and evaluate our compositions. We will use technology and software available on the internet to investigate different sounds and rhythms. We will perform songs and instrumental pieces to an audience at various points in the term.

As Speakers of French we will make comparisons between towns in France and towns we know well in the U.K. We will develop our vocabulary so that we can hold conversations about these places and about ourselves. We will learn to count to 100. After half term, we will focus on writing in French and develop our understanding of grammatical conventions. We will create a book about space, the moon and the planets.

As users of technology we will focus on being safe on line and access control software.

Confident individuals

Enterprise

Poetry Competition Entry
Cross Country Competition
Newspaper journalism lunch club

Responsible Citizens

Enrichment

Visit to Woolsthorpe Manor
Guided Tour of Gravity Fields Exhibitions including Science Fair and the Dome
Walk to Hills and Hollows
Poetry Day in school
Geography Day in school

Spiritual & Moral

Distribute harvest produce to members of the community
Learn Bible verses by heart
Staying safe in the real and virtual worlds
Develop our journey with God within everything we do and understand that He is our saviour.
Know that kindness and compassion is important for the community illustrated by studying how Handel helped Thomas Coram with the Foundling hospital

Communities

Harvest play The Little Red Hen
Christmas fete art exhibition

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 understand movement, forces and magnets	<ul style="list-style-type: none"> • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.

	<ul style="list-style-type: none"> • Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.
To understand the Earth's movement in space	<ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Art and Design Key Objectives	Milestone 3
To develop ideas	<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>
To master techniques drawing	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
To take inspiration from the greats (classic and modern)	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.
To master techniques - printing	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.

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	<p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p>
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 stave.</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.