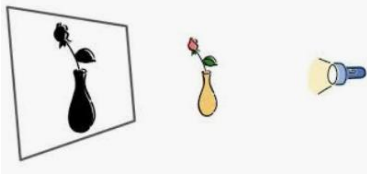
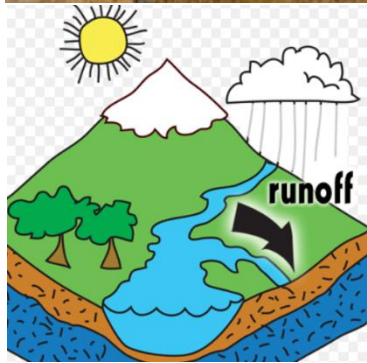
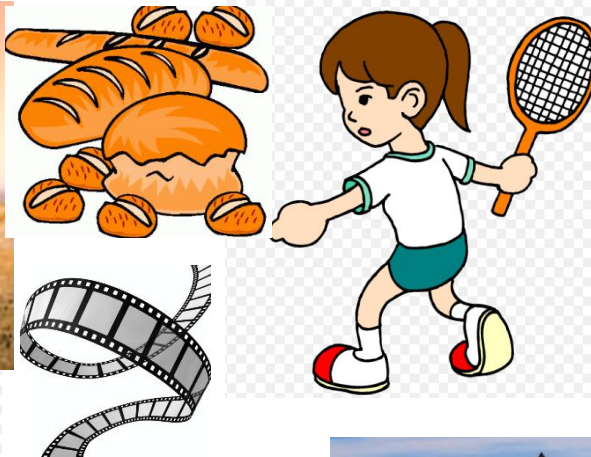


## Tomb raiders



Successful learners

## Areas of Learning

**As Historians** we will use historical sources, ask questions and research to gain knowledge about the fascinating civilisation of Ancient Egypt. We will discover facts about their settlements, what their lives were like, and how their society was organised, as well as investigating the evidence they left behind.

**As Geographers** we will develop our knowledge of the rivers of the world, look at their sources and their journeys to the sea. We will discuss their impact, in terms of physical and human geography, on the environments they flow through. We will perform a fieldwork investigation on our local river and produce maps and written descriptions using geographical terms.

**As Scientists** we will engage in rigorous practical and written scientific activities. Firstly, we will investigate light. We will learn about light, including shadows, reflection and refraction. We will investigate the claims of Isaac Newton regarding how light travels and how it can be divided into colours. We will learn how our bodies change through study of the human life cycle.

**As Artists** we will create self portraits in a variety of ways. We will take inspiration from Gaudi for our collage work and of a variety of horticultural designers to provide inspiration for garden designs.

**As Designers** we will use research into the Ancient Egyptian culture and create our own bread recipes that they may have eaten during this time.

**As Musicians**, we will learn songs from different cultures, 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 widen our vocabulary to enable us to ask questions and express our preferences when clothes shopping. We will read together a variety of French story books developing our reading comprehension skills.

**As Users of Technology** we will create short film pieces to publish on the school website and develop an understanding of how webpages are put together.

Confident individuals

### Enterprise

Managing Money

### Enrichment

Art Day  
DT Day  
  
Class Assembly  
  
Whole school summer production  
  
Riverwalk  
  
Sporting activities

Responsible Citizens

### Spiritual & Moral

In our spiritual and moral development:  
  
We will learn about the religious beliefs of the Ancient Egyptians  
  
End of term performance - Moses

### Communities

Garden Design Competition

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 including rivers and the water cycle.</p> <p>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.</p>
History Key Objectives	Milestone 3
To investigate and interpret the past	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
To build an overview of world history	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
To understand chronology	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</p> <p>Use dates and terms accurately in describing events.</p>
To communicate historically	<p>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p> <p>Use appropriate historical vocabulary to communicate.</p>
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 light and seeing	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change</p> <p>Understand that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>
To understand animals and humans	<p>Describe the changes as humans develop to old age.</p> <p>Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), &amp; to a variety of plants (growth, reproduction &amp; death).</p> <p>Describe the life process of reproduction in some plants and animals.</p>
<b>Art and Design Key Objectives and Design Technology Objectives</b>	<b>Milestone 3</b>
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 collage	<p>Mix textures (rough and smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques</p>
To master techniques sculpture	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>
To take inspiration from the greats (classic and modern)	<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>
To master skills DT - construction	<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	Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high-quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
<b>French/MFL</b>	<b>Milestone 3</b>
To read fluently	Read and understand the main points and some of the detail in short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. Show confidence in reading aloud, and in using reference materials.
To write imaginatively	Write short texts on familiar topics. Use knowledge of grammar to enhance or change the meaning of phrases. Use dictionaries or glossaries to check words.
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	Vary language and produce extended responses. Be understood with little or no difficulty. Understand the main points and opinions in spoken passages. Take part in conversations to seek and give information. Refer to recent experiences or future plans, everyday activities and interests.
<b>Music</b>	<b>Milestone 3</b>
To perform	Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).
To transcribe	Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.
To describe music	Choose from a wide range of musical vocabulary to accurately describe and appraise music.
To compose	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinato (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>

