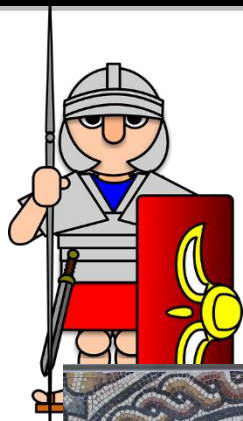


Feasts and Festivals



Successful learners

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. We will develop our knowledge of physical and human geography in European countries.

As scientists we will use our investigative skills to understand the structure of the human digestive system. 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. We will build on our knowledge of circuits and electricity.

As artists and designers, we will study and make artwork using various collage techniques including coiling, tessellation, overlapping and mosaic. We will research famous artists such as M.C. Escher and Anne Ryan taking inspiration from their artwork. We will practise safe food preparation and develop our cutting, chopping, mixing skills and our understanding of following recipes.

As musicians, we will learn how to read music notation and rhythm and also consider the music played by the Romans.

As users of technology we will use stop motion software to create drawn and brick animations. We will go on to use technology to create a collaborative piece of music using digital and recorded sound. Throughout the curriculum we will use various software available on Purple Mash to complement our learning.

As Speakers of other languages, we will use practical activities to enhance our French vocabulary and hold conversations about the weather. We will read *La Tour Eiffel a des ailes* in French and translate this by using dictionaries and our knowledge of cognates and near cognates. We will develop our written French by emulating key phrases relating to items found in different rooms within the home and studying the structure of the regular verbs.

Confident individuals	Responsible Citizens		
Challenge	Enrichment	Spiritual & Moral	Communities
<p>As enterprising people, we will:</p> <p>Host a Mother's Day tea for parents</p>	<p>To enrich our learning, we will:</p> <p>Take part in National Story telling week Safer Internet Day Science Day And Celebrate World Book Day</p>	<p>In our spiritual and moral development we will:</p> <p>Study the Bible stories of Ruth and Samuel Compare Easter celebrations in French speaking countries with those in the UK</p>	<p>As members of a community we will:</p> <p>Perform poetry</p>

History Threshold concepts	Milestone 2	Milestone 3
To investigate and interpret the past	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<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>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Compare some of the times studied with those of 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>	<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> <p>.</p>
To understand chronology	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events</p>
To communicate historically	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>
Geography Threshold concepts	Milestone 2	Milestone 3

To investigate places	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<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>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	Describe geographical similarities and differences between countries.	<p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p>
To communicate geographically	<p>Describe key aspects of:</p> <p>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>human geography, including: settlements and land use.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>To describe and understand key aspects of human and physical geography including rivers and the water cycle.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
Science Threshold concepts	Milestone 2	Milestone 3
To work scientifically	<p>Ask relevant questions.</p> <p>Set up simple practical enquiries & comparative & fair tests.</p> <p>Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p> <p>Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>Use straightforward, scientific evidence to answer questions or to support their findings</p>	<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>
Food & our bodies	<p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>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.</p>	<p>Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>

What's that sound?	Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.	Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.
Electricity review	Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens & closes a circuit & associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors & insulators & associate metals with being good conductors.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.
Art Threshold concepts	Milestone 2	Milestone 3
To develop ideas	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.	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.
To master techniques (collage)	Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.	Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques
To take inspiration from 'The Greats' (classic and modern)	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.	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.
Design Technology Threshold concepts	Milestone 2	Milestone 3
To master techniques (food)	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).	Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.
Computing Threshold concepts	Milestone 2	Milestone 3
To communicate	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications
To use sound	Create and edit sounds. Control when they are heard, their volume, duration and rests.	Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
To draw		Combine the use of pens with movement to create interesting effects.

	Control the shade of pens.	
PE Threshold concepts	Milestone 2	Milestone 3
<p>Dance- To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Gymnastics -To develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p>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> <p>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 kinaesthetic sense in order to improve the placement & alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base & organise body parts to create an interesting body shape).</p>	<p>Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p>Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p>
Languages Threshold concepts	Milestone 2	Milestone 3
<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>	<p>Read and understand the main points in short written texts. Read short texts independently. Use a translation dictionary or glossary to look up new words</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Give detailed accounts of the customs, history & culture of the countries & communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>
Music Threshold concepts	Milestone 2	Milestone 3
To perform	Sing from memory with accurate pitch. Sing in tune.	Sing or play from memory with confidence. Perform solos or as part of an ensemble.

	<p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Show control of voice.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others.</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>Devise non-standard symbols to indicate when to play and rest.</p> <p>Recognise the notes EGBDF and FACE on the musical stave.</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<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 b (flat) symbols.</p> <p>Use and understand simple time signatures.</p>