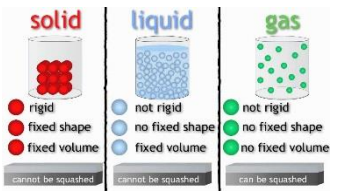
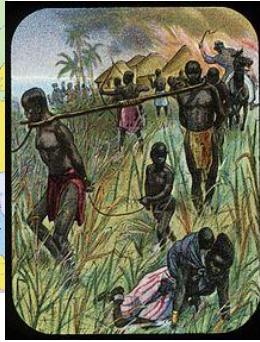
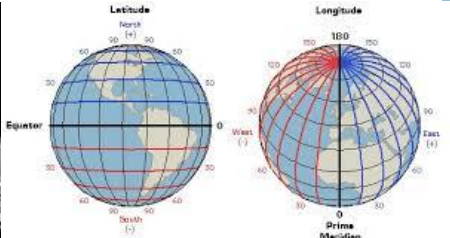
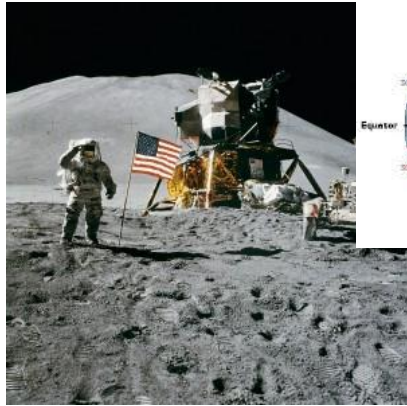


Voyages of Discovery



Successful learners

Areas of Learning

As Historians, during the second half, we will focus on a selection on explorers in chronological order making a time line. We will use primary and secondary sources to find out about the journeys they took and discoveries they made. We will investigate more than one account and discuss why these may differ. In preparation for the second half of the term we will research Neil Armstrong's moon landing.

As Geographers we will investigate continents, in particular America and Africa and find out more about the countries within them. We will use maps to identifying the lines of latitude and longitude, mountainous areas and to identify world rivers.

As Scientists will investigate solids liquids and gases. We will perform investigations using scientific vocabulary for example condensation and evaporation. We will compare and group materials together according to whether they are solids, liquids or gases. We will record temperature and understand the water cycle. In the second half term we will study the moon describing its appearance throughout the month. We will study its surface and plan an investigation to evaluate what may have causes craters. We will learn scientific vocabulary relating to force. Linked to our historical studies we will find out how humans have visited the moon and be able to name key people involved in space travel.

As Artists and Designers, we will create works for a school art exhibition. We will explore print making, weaving, sewing, fabric dyeing and painting.

As Musicians we will learn about musical notation, investigate pitch and compose our own music. We will perform musical pieces and evaluate those of others using musical vocabulary.

As Users of technology we will discover how to control devices and be introduced to Flowol. We will continue to access our Purple Mash resources for a variety of activities including the formation of digital art. After half term, we will become film makers.

As Speakers of other languages, we will be practising our speaking skills using money and shop role playing. After which we will be learning new vocabulary relating to space and writing our own non-fiction book in French. There will also be a French breakfast so that we are able to explore culture.

Confident individuals

Enterprise

As enterprising people we will:
 Contribute to a whole school art exhibition.
 Summer fete

Responsible Citizens

Enrichment

To enrich our learning:
 Art Day
 French breakfast
 Summer camp
 Summer Day

Spiritual & Moral

In our spiritual and moral development we will:
 To develop our journey with God within everything we do.
 To discover how Jesus is a friend of children

Communities

As members of a community we will:
 Summer production

History Threshold concepts	Milestone 2	Milestone 3
<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>	<p>Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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. 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. 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. Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas</p>
Geography Threshold concepts	Milestone 2	Milestone 3
<p>To investigate places</p> <p>To investigate patterns</p>	<p>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.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Name & locate some of the countries & cities of the world & their identifying human & physical characteristics, including hills, mountains, rivers, key topographical features & land-use patterns; & understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>

<p>To communicate geographically</p>	<p>Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries.</p> <p><i>Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</i></p> <p>Describe key aspects of: 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>Identify & describe the geographical significance of latitude, longitude, Equator, Northern & Southern Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, & time zones (including day & night). Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe & understand key aspects of: physical geography, including: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes & 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>
<p>Science Threshold concepts</p>	<p>Milestone 2</p>	
<p>To work scientifically</p> <p>To investigate materials</p> <p>To understand the earth's movement in space</p>	<p>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 Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Describe the movement of the Earth relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth</p>	<p>Plan enquiries, including recognising and controlling variables where necessary. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Take measurements, using a range of scientific equipment, with increasing accuracy and precision. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. Present findings in written form, displays and other presentations. Use test results to make predictions to set up further comparative and fair tests. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>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.</p>
<p>Art Threshold concepts</p>	<p>Milestone 2</p>	<p>Milestone 3</p>

<p>To develop ideas</p> <p>To master printing techniques:</p> <p>To master textiles:</p> <p>To take inspiration from the greats (classic and modern)</p>	<p>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.</p> <p>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.</p> <p>create weaving colour fabric shape and stitch materials Quilt pad and gather fabric Use basic cross stitch and back stitch</p> <p>Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>	<p>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.</p> <p>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</p> <p>Show precision in techniques. Choose from a range of stitching techniques Combine previously learned techniques to create pieces.</p> <p>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.</p>
D/T Threshold concepts	Milestone 2	Milestone 3
<p>To design, make and evaluate</p> <p>To master practical skills (Textiles)</p> <p>To master food</p>	<p>Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles.</p> <p>Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately Follow a recipe.</p>	<p>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.</p> <p>Use the qualities of materials to create suitable visual & tactile effects in decoration of textiles (such as a soft decoration for comfort on cushion). Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).]</p>

<p>To take inspiration from design throughout history</p>	<p>Assemble or cook ingredients (controlling temperature of oven or hob, if cooking) Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.</p>	<p>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.</p> <p>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Evaluate the design of products so as to suggest improvements to the user experience. Create innovative designs that improve upon existing products</p>
<p>PE – Threshold concepts</p>	<p>Milestone 2</p>	<p>Milestone 3</p>
<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p>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> <p>Athletics</p> <p>Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances.</p> <p>Outdoor adventure activities</p> <p>Arrive properly equipped for outdoor and adventurous activity. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Use maps, compasses and digital devices to orientate themselves. Remain aware of changing conditions and change plans if necessary.</p>	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances Throw accurately and refine performance by analysing technique and body shape. Show control in take-off and landings when jumping Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Remain positive even in the most challenging circumstances, rallying others if need be. Use a range of devices in order to orientate themselves.</p>