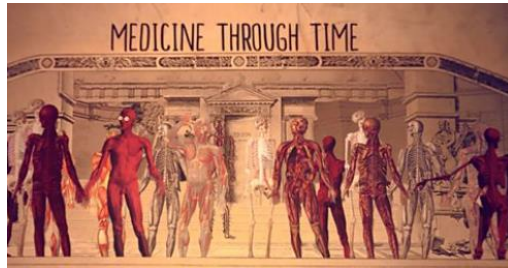


Magnificent Medicine and Climate and Natural Resources

JOHN 11:25-26

Jesus said to her, "I am the resurrection and the life. The one who believes in me will live, even though they die; and whoever lives by believing in me will never die. Do you believe this?"



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| Aa ah | Bb beh | Cc seh | Dd deh | Ee eh |
| Ff eff | Gg jheh | Hh ahsh | Ii ee | Jj jhee |
| Kk kah | Ll ehl | Mm emm | Nn enn | Oo oh |
| Pp peh | Qq koo | Rr air | Ss ess | Tt teh |
| Uu ooh | Vv veh | Ww doo-blah-veh | Xx eeks | Yy ee-grehk |
| | | Zz zehd | | |

Successful learners

Areas of Learning

As Historians we will use a range primary and secondary sources, to ask questions and research widely to deepen our knowledge about medicine through the ages. We will begin our studies by looking at how the ancient civilisations cured illnesses. Then we will follow discoveries and ideas that changed the course of history culminating in medical advancements that are now widely used in the modern times.

As Geographers we will develop our knowledge of the world by learning about climate zones and natural resource distribution across the world. We will use our understanding of physical geographical features and show how these features affect human interaction with the landscape in different areas.

As Scientists we will build on our understanding of how to stay healthy by completing tasks that will help us learn about the circulatory system. Will we complete practical fitness tests and look at how drugs can be both harmful as well as helpful. During the second part of the term, we will complete a scientific investigation unit linked by the sinking of the Titanic disaster story.

As Artists we will develop our visual language so that we are able to accurately describe a range of different artworks. We will practise drawing skills creating a range of individual pieces using pencil, charcoal and pastel.

As Designers we will use our knowledge of healthy eating to create some sample meals. We will also learn about famous designers including Thomas Andrews creating fact files and taking inspiration from their work.

As Musicians we will be learning about melodies. We will be using the C Major scale to write our own tunes. We will be singing a variety of Folk Songs too.

As Speakers of French we will learn to recite the French alphabet and spell French words linked to modes of travel. In addition, our lessons will develop our understanding of French culture.

As Users of Technology use Scratch to enhance our coding skills and create games to share with each other. In Purple Mash we will create a class blog and posts to share developing our understanding of blogging etiquette.

Confident individuals

Enterprise

Development of area outside the classroom

Responsible Citizens

Enrichment

World Book Day celebrating in School on Tuesday 5th March
Visit to York 7th March
Safer Internet Day 8th February
World Maths Day 23rd March
Badminton 2nd February
Skipping Challenge

Spiritual & Moral

In our spiritual and moral development:
Easter Service
Mothers' Day Tea
Topical issues this term will be our responsibility to the environment.

Communities

Class assembly 2nd February
We are considering community spirit in PSHE lessons

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| Geography threshold concepts | 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>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</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>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries</p> |
| To communicate geographically | Describe and understand key aspects of: physical geography, including: rivers. |
| History threshold concepts | 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 threshold concepts | 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> |

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| Understanding animals and humans | Describe the changes as humans develop to old age. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. Describe the ways in which nutrients and water are transported within animals, including humans. |
| Art and Design and Design Technology threshold concepts | Milestone 3 |
| To develop ideas | 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 drawing | 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) | 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 skills DT - food | 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. |
| To take ideas from great designers | Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience. |
| French/MFL threshold concepts | Milestone 3 |
| 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. |

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| 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> <p>Take part in conversations to seek and give information.</p> <p>Refer to recent experiences or future plans, everyday activities and interests.</p> |
| Music threshold concepts | 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 b (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 | <p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinato (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p> |