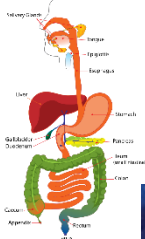
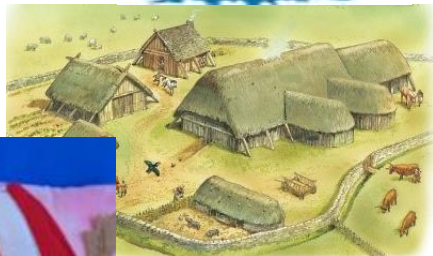
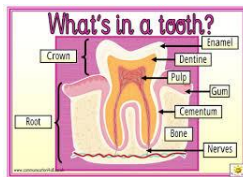


Treasure Hunters



Successful learners

Areas of Learning

As Historians, we will be studying the Anglo Saxons and Vikings who settled in our country. We will be looking for evidence of what life was like during these times. We will be finding out how archaeologists and historians have found buried treasure from the past that reveal secrets from those times. We will use secondary sources of evidence to help us find out about houses, culture and leisure, clothes their way of life, medicine and beliefs. We will also explore the arguments historians have about what the evidence tells us. Finally, we will be presenting our work in an exciting and lively way.

As Geographers, we will be practising our map skills by looking at Scandinavian and other countries in Europe invaders came from. We will locate the countries where these people were from originally and plot their route through England. We will explore geographical features – especially the lack of farming to try and understand why for example the Vikings settled in Britain.

As Scientists we will evaluate the structure of teeth in humans and animals to gain an understanding of the animal classification. We will create diagrams of different types of teeth labelling the parts and perform a scientific investigation to discover how diet affects their teeth and how they can best preserve them. We will create our own model of the digestive system to explore how our bodies digest the food that we eat. We will also use information about what animals eat to explore and construct simple food chains. During the second part of the term, pupils will investigate light in terms of sources, seeing, reflections and shadows. Working in scientific teams, children will perform investigation to understand and explain how light appears to travel in straight lines and how this affects seeing and shadows.

As Artists and Designers, we will dye fabric, decorate swatches with a variety of stitches, pad shapes and collate their creations to form a textile picture of a Viking longboat at sea. We will develop our knowledge and shading skills to create different textural effects.

As Users of technology, we will develop our word processing skills so we write letters and reports etc. We will also look at how the internet can help us with research and communication. Identifying the positive features but also think of the dangers and ways we can keep safe online

As Speakers of other languages, we will learn about the culture and celebrations in French speaking countries. Using maps and facts, we will improve our knowledge of key areas of interest in France. We will increase our vocabulary, learning new words and phrases relating to parts of the body.

Confident individuals

Challenge

To become resilient, confident and independent individuals who persevere to solve problems and communicate effectively we will:

Learn how to read railway signs to find the correct platform, train, carriage and seat to travel to York.

Enrichment

To enrich our learning, we will:

Visit the Dig and Jorvik centre in York by train. We will explore how archaeologists learn about the past and handle a range of artefacts. We will travel back in time to see, hear and smell what a Viking settlement may have been like

Write a letter to an author.

Visit Grantham Library as part of our World Book Day activities.

Visit different places of worship.

Responsible Citizens

Spiritual & Moral

In our spiritual and moral development, we will:

Explore how Our Friend Jesus is like a very good Shepherd. He protects us during storms, provides for us and heals our hurts, through studying a variety of New Testament stories.

We will also find out about different places of worship in the local area and how worship may differ.

Investigate French culture and celebrations

Explore our own buried treasure – finding out about our own and other's hidden talents.

Communities

As members of a community we will:

Look at the importance of obeying rules and laws and our responsibilities in our school and our wider community

Look at the different jobs people have; the skills needed and dispel gender stereotypes related to work. Think about their skills and interests and how these may link to future jobs.

Perform a class assembly and Easter service to parents and the church community.

History Threshold Concepts	Milestone 1	Milestone 2
<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>	<ol style="list-style-type: none"> 1. Observe or handle evidence to ask questions and find answers to questions about the past. 2. Ask questions such as: What was it like for people? What happened? How long ago? 3. Use artefacts, pictures, stories, online sources and databases to find out about the past. 4. Identify some of the different ways the past has been represented. <ol style="list-style-type: none"> 1. Place events and artefacts in order on a time line. 2. Label time lines with words or phrases such as: past, present, older and newer. 4. Use dates where appropriate. <ol style="list-style-type: none"> 3. Recognise that there are reasons why people in the past acted as they did. <ol style="list-style-type: none"> 1. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 2. Show an understanding of the concept of nation and a nation's history. 3. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ol style="list-style-type: none"> 1. Use evidence to ask questions and find answers to questions about the past. 2. Suggest suitable sources of evidence for historical enquiries. 3. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <ol style="list-style-type: none"> 1. Place events, artefacts and historical figures on a time line using dates. 2. Understand the concept of change over time, representing this, along with evidence, on a time line. 3. Use dates and terms to describe events. <ol style="list-style-type: none"> 2. Give a broad overview of life in Britain from ancient until medieval times 4. Describe the social, ethnic, cultural or religious diversity of past society. 5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <ol style="list-style-type: none"> 1. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. 2. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Geography Threshold Concepts	Milestone 1	Milestone 2
<p>To investigate places</p>	<ol style="list-style-type: none"> 1. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). 2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 3. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 6. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ol style="list-style-type: none"> 1. Ask and answer geographical questions about the physical and human characteristics of a location. 2. Explain own views about locations, giving reasons. 3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 6. Name and locate counties & cities of the United Kingdom, geographical regions and their identifying human & physical characteristics including hills, mountains, cities, rivers, key topographical features & land-use patterns; and understand how some of these aspects have changed over time.

<p>To investigate patterns</p> <p>To communicate geographically</p>	<p>4. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>1. Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>2. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.</p>	<p>7. Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>2. Describe geographical similarities and differences between countries.</p> <p>1. Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>2. Describe key aspects of: human geography, including: settlements and land use.</p>
<p>Science Threshold Concepts</p>	<p>Milestone 1</p>	<p>Milestone 2</p>
<p>To work scientifically</p> <p>To understand animals and humans</p>	<p>1. Ask simple questions.</p> <p>2. Observe closely, using simple equipment.</p> <p>3. Perform simple tests.</p> <p>4. Identify and classify.</p> <p>5. Use observations and ideas to suggest answers to questions.</p> <p>6. Gather and record data to help in answering questions.</p> <p>1. Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>4. Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>7. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>1. Ask relevant questions.</p> <p>2. Set up simple practical enquiries & comparative & fair tests.</p> <p>3. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>4. Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p> <p>8. Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>9. Use straightforward, scientific evidence to answer questions or to support their findings</p> <p>1. 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>4. Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>5. Identify the different types of teeth in humans and their simple functions.</p>

To understand light and seeing	<ol style="list-style-type: none"> 1. Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes. 	<ol style="list-style-type: none"> 1. Recognise that they need light in order to see things and that dark is the absence of light. 2. Notice that light is reflected from surfaces. 3. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. 4. Recognise that shadows are formed when the light from a light source is blocked by a solid object. 5. Find patterns in the way that the size of shadows change.
Art Threshold Concepts	Milestone 1	Milestone 2
To develop ideas	<ol style="list-style-type: none"> 1. Respond to ideas and starting points. 2. Explore ideas and collect visual information. 3. Explore different methods and materials as ideas develop. 	<ol style="list-style-type: none"> 1. Develop ideas from starting points throughout the curriculum. 2. Collect information, sketches and resources. 3. Adapt and refine ideas as they progress. 4. Explore ideas in a variety of ways. 5. Comment on artworks using visual language.
To master techniques (drawing)	<ol style="list-style-type: none"> 1. Draw lines of different sizes and thickness. 2. Colour (own work) neatly following the lines. 3. Show pattern and texture by adding dots and lines. 4. Show different tones by using coloured pencils. 	<ol style="list-style-type: none"> 1. Use different hardness's of pencils to show line, tone and texture. 2. Annotate sketches to explain and elaborate ideas. 3. Sketch lightly (no need to use a rubber to correct mistakes). 4. Use shading to show light and shadow. 5. Use hatching and cross hatching to show tone and texture.
To master techniques (textiles)	<ol style="list-style-type: none"> 1. Use weaving to create a pattern. 2. Join materials using glue and/or a stitch. 3. Use plaiting. 4. Use dip dye techniques. 	<ol style="list-style-type: none"> 1. Shape and stitch materials. 2. Use basic cross stitch and back stitch. 3. Colour fabric. 4. Create weavings. 5. Quilt, pad and gather fabric.
To take inspiration from the greats (classic and modern)	<ol style="list-style-type: none"> 1. Describe the work of notable artists, artisans and designers. 2. Use some of the ideas of artists studied to create pieces. 	<ol style="list-style-type: none"> 1. Replicate some of the techniques used by notable artists, artisans and designers. 2. Create original pieces that are influenced by studies of others.
DT Threshold Concepts	Milestone 1	Milestone 2
Master practical skills: Textiles	<ol style="list-style-type: none"> 1. Shape textiles using templates. 2. Join textiles using running stitch. 3. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<ol style="list-style-type: none"> 1. Understand the need for a seam allowance. 2. Join textiles with appropriate stitching. 3. Select the most appropriate techniques to decorate textiles.
Computing Threshold Concepts	Milestone 1	Milestone 2
	<p>Communicate</p> <p>This concept involves using apps to communicate one's ideas.</p>	<ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages.

PE Threshold Concepts	Milestone 1	Milestone 2
Develop practical skills in order to participate, compete and lead a healthy lifestyle: Games (Badminton and Tennis)	<ol style="list-style-type: none"> 2. Use rolling, hitting, running, jumping, catching and kicking skills in combination. 3. Develop tactics. 4. Lead others when appropriate. 	<ol style="list-style-type: none"> 1. Throw and catch with control and accuracy. 2. Strike a ball... 4. Follow the rules of the game and play fairly. 7. Lead others and act as a respectful team member.
Develop practical skills in order to participate, compete and lead a healthy lifestyle: Dance	<ol style="list-style-type: none"> 1. Copy and remember moves and positions. 2. Move with careful control and coordination. 3. Link two or more actions to perform a sequence. 4. Choose movements to communicate a mood, feeling or idea. 	<ol style="list-style-type: none"> 1. Plan, perform and repeat sequences. 2. Move in a clear, fluent and expressive manner. 3. Refine movements into sequences. 4. Create dances and movements that convey a definite idea. 5. Change speed and levels within a performance. 6. Develop physical strength and suppleness by practising moves and stretching.
Develop practical skills in order to participate, compete Gymnastics	<ol style="list-style-type: none"> 1. Copy and remember actions. 2. Move with some control and awareness of space. 3. Link two or more actions to make a sequence. 4. Show contrasts (such as small/tall, straight/curved and wide/narrow). 5. Travel by rolling forwards, backwards and sideways. 6. Hold a position whilst balancing on different points of the body. 7. Climb safely on equipment. 8. Stretch and curl to develop flexibility. 9. Jump in a variety of ways and land with increasing control and balance. 	<ol style="list-style-type: none"> 1. Plan, perform and repeat sequences. 2. Move in a clear, fluent and expressive manner. 3. Refine movements into sequences. 4. Show changes of direction, speed and level during a performance. 5. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. 6. 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). 7. Swing and hang from equipment safely (using hands).
French/MFL Concepts	Milestone 1	Milestone 2
Write imaginatively This concept involves using key vocabulary and phrases to write ideas.	<ul style="list-style-type: none"> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. 	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable.
Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.	<ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound patterns. 	<ul style="list-style-type: none"> • 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.
PSHE Threshold Concepts	Milestone 1	Milestone 2
Living in the wider World Belonging to a community <i>The value of rules and laws;</i>	L1. about what rules are, why they are needed, and why different rules are needed for different situations	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

<i>rights, freedoms and responsibilities</i>	L2. how people and other living things have different needs; about the responsibilities of caring for them	L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities
Media Literacy and Digital Resilience <i>How the internet is used: assessing information online</i>	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true	L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
Money and Work <i>Different jobs and skills; job stereotypes; setting personal goals</i>	L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

English	Mathematics
<p>F: Traditional Tales - Fairy tales (alternative versions) 3 weeks Retell a traditional tale (Y2) Write a traditional tale from a key character's perspective (Y3)</p> <p>F: Authors & Letters 2 weeks Write a letter to an author and for other purposes</p> <p>NF: Explanations 2 weeks Produce a flowchart ensuring content is clearly sequenced (Y2) Create and use flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively (Y3)</p> <p>NF: Report (Viking Focus) 3 weeks Assemble information on a subject, sorting and categorising information: use comparative language to describe and differentiate. (Y2) Research and note-taking techniques</p> <p>Take one Book – Atlas of Adventure 2 weeks</p> <p>Poetry – Structure - haiku, tanka, kennings 2 weeks Read and write haiku, tanka , kennings</p>	<p><u>Year 2</u></p> <p>2LS14 - Statistics – Totalling & Comparing Amounts in Block Graphs, Pictograms, Tables & Tally Charts 2LS15 - Written Addition Method 2LS16 - Commutativity in Addition but not in Subtraction 2LS17 - Written Subtraction Method 2LS18 - Problem Solving with Addition and Subtraction in a Range of Contexts 2LS19 - Time – Telling the Time: O'clock, Half Past, Quarter Past and Quarter To 2LS20 - Time – Estimating, Ordering and Comparing Time 2LS21 - Double and Halve One and Two-digit Numbers and Amounts of Money 2LS22 - Times Tables – 2s, 5s and 10s. Patterns and Strategy (counting in 3s) 2LS23 - Multiplication – Multiples and Repeated Addition 2LS24 - Multiplication – Number of Groups, Group Size and Product 2LS25 - Multiplication Problem Solving 2LS26 - Division – Sharing and Grouping 2LS27 -Division Sharing and Grouping Problems including Remainder</p>
<p><u>Books</u></p> <p>A variety of Traditional Tales The tue story of the three little pigs – Jon Scieszka The Three Bears and Goldilocks – Jonathan Langley The three little wolves and the big bad pig – Eugene Trivizas Mr Wolf and the three Bears – Jan Fearnley Beware the boys – Tony Blundell</p>	<p><u>Year 3</u></p> <p>3LS15 – Perimeter including problem solving 3LS16 - Multiplication – 3, 4 & 8 Times Tables including Counting 3LS17 - Division – 1, 2, 3, 5, 4 & 8 Times Tables 3LS18 - Multiplication – Strategy, Associative and Distributive Laws 3LS19 - Statistics – Pictograms and Scaled Bar Charts 3LS20 - Multiplication and Division Worded Problems 3LS21 - Fractions – Finding Fractions of Discrete and Continuous Quantities</p>

	3LS22 - Ordering and Comparing Fractions 3LS23 – Adding and Subtracting Fractions with the Same Denominators 3LS24 - Fractions – Problem Solving with Unit and Non-Unit 3LS25 - Multiplication – Multiplying Multiples of Ten 3LS26 - Multiplication – Formal Written Multiplication
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