

Lifecycles and Extreme Earth



Areas of Learning

As Historians we will learn about the Royal family in particular the Queen and the changes she has encountered over her 70 year reign.

As Geographers we will develop our geographical knowledge and vocabulary by studying the world's mountain ranges. We will discover how these physical features effect human settlements in the surrounding areas. We will collect data on land use patterns and present these in a variety of ways. We will use the local area for a field work study comparing this with a mountainous location.

As Scientists we will build on our knowledge of plant and animal reproduction and learn about the life cycles of reptiles, amphibians, birds, mammals and fish as well as flowering plants. We will use keys and our knowledge of classification to identify species unknown to us. We will deepen our understanding of babies, puberty and growing old describing the changes of the human body during these stages of life.

As Artists we will develop the repertoire of famous artists we can discuss, looking at their contribution to art, their style of work and the effect of their work on society. We will create cityscapes inspired by different artists and use watercolours to paint landscapes like Turner. We will also complete activities from the Sky Arts education initiative for schools.

As Musicians we will be learning about different styles of music that have existed during the Queen's reign. We will be singing a variety of songs too and composing in the different styles.

As Speakers of French we will hold conversations about the pets we have and animals that inhabit different locations for example at the coast or in a zoo. We will also learn about the French Revolution and celebrate Bastille Day in July. We will answer questions about simple texts and write a text about different animals and their appearance.

As Users of Technology we will continue to use Scratch for game design, and use Purple Mash to develop our 3D modelling skills and our understanding of how information on a computer is stored in binary format.

Confident individuals

Challenge

Host a Bastille Day celebrate for the whole school to enjoy

Responsible Citizens

Enrichment

Platinum Jubilee celebration
Tennis festival June 16th
Riverwalk
Trip to Skegness

Spiritual & Moral

Lead Act of worship based on Rain Forests

Communities

Communicate with Old Peoples residence for Jubilee celebrations

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>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 (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>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> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>
To communicate geographically	<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>
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>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>
To build an overview of world history	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</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>
Understanding animals and humans and inheritance	<p>Describe the changes as humans develop to old age.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>

Investigating living things	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics. Give reasons for classifying plants and animals based on specific characteristics.
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 painting	Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.
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. Include imaginative and adventurous word choices. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).
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	<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>
Music threshold concepts	Milestone 3
To perform	<p>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).</p>
To transcribe	<p>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.</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. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinato (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.</p>