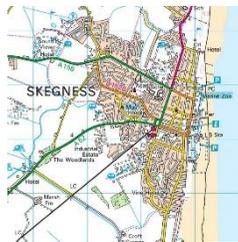
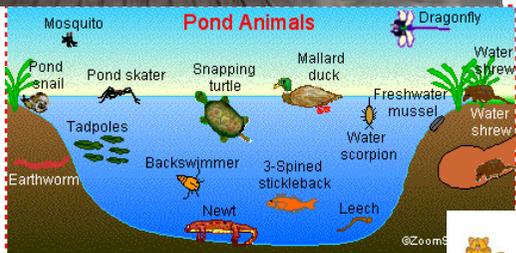


Water Water



Map Symbols



Living things & their habitats



Areas of Learning

As Scientists we will develop our understanding of life processes and learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. We will learn how to use branching keys to classify living things. We will learn about a variety of habitats and the plants and animals that live there as well as increase our knowledge of food chains. We will discover key factors in the success of different habitats –river and coastal. We will use keys to identify life and perform an investigation into which habitats woodlice prefer and the effect litter has on habitats. We will visit a pond to apply our knowledge to animal identification.

As Geographers we will develop our map skills in a variety of ways. We will use grid references and compass directions to locate features on a map and navigate to different places. We will discuss Britain's coastline and the wide array of different features around Britain and compare it to our local environment. We will visit our local river and Skegness to perform geographical field work and observe first hand some of the features discussed. We will also look at the French coastline and regions in France.

As Historians during the school's Queen's Platinum Jubilee celebrations, we will create a timeline of life in Britain during the reign of the Queen and explore how things have changed within the past 70 years.

As Artists and Designers, we will study coastal artists and create our own coastal paintings taking inspiration from professional artists. We will use a range of card and textiles to create beautiful images for these. We will also work with wood to create a photo frame that will support itself in a standing position. To do this we will examine a variety of photo frames, investigating different support systems to find the best way to strengthen our structures.

As Musicians we will be learning to tunefully sing a variety of songs about water. We will also be listening to variety of music by different composers connected to water and use an increasing range of musical vocabulary to describe what we hear. We will use sounds to create abstract effects and musical compositions with a variety of tuned and percussion instruments.

As Users of technology we will access the internet to perform research and consolidate learning in all areas of the curriculum. We will use programs on school computers to support our learning in geography and English by creating leaflets to promote a coastal region. We will learn about databases and create one of our own. We will consolidate our use of Word and Excel.

As Speakers of other languages, we will increase our vocabulary and add to our conversation skills by talking about animals, reading French books and singing animal songs in French. The second part of term will focus on food. We will imagine ourselves in a café to analyse table layout and menu designs in English and translate these into French. At the end of term, we will enjoy a traditional French Bastille Celebration.

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, etc. to travel to Skegness.

Learn how to erect a tent and organise our belongings inside. Take part in a variety of camp activities and sleep overnight on the school field.

Enrichment

To enrich our learning, we will:

Walk along the River Witham, identifying the plants and animals that live there compared to other habitats.

Visit Skegness to explore what a coastal area is like and the features that can be found there. Whilst there we will also visit the Aquarium to extend our knowledge of living things that can be found in seas and oceans.

Visit the park to sketch and paint water features.

Celebrate the Queen's Platinum Jubilee.

Responsible Citizens

Spiritual & Moral

In our spiritual and moral development, we will:

Look at how God protected and provided for His special people and always answered their heart-cries, by studying the life of Moses.

Marvel at the how many beautiful and amazing things God has made.

Investigating bugs/plants without damaging them

Looking after/respecting living thing.

Care for our environment

Communities

As members of a community we will:

Take part in a variety of sports tournaments and festivals with pupils from other schools to improve our sportsmanship and skills in tennis, cricket, tri-golf, athletics and cross country.

Celebrate the Queens Platinum Jubilee with our families and neighbours.

Join in with Bastille Day activities to improve our knowledge of French culture and celebrations.

Perform a class assembly and summer concert to parents, governors and the church community.

History Threshold Concepts	Milestone 1
To investigate and interpret the past	<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.
To understand chronology	<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. 3. Use dates where appropriate.
To communicate historically	<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. 3. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Geography Threshold Concept	Milestone 1
To investigate places	<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 & globes to identify the United Kingdom & its countries, as well as the countries, continents and oceans studied. 4. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. 5. Use aerial images and plan perspectives to recognise landmarks and basic physical features.
To communicate geographically	<ol style="list-style-type: none"> 1. Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 2. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop. 3. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. 4. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Science Threshold Concepts	Milestone 1
Work scientifically	<ol style="list-style-type: none"> 1. Ask simple questions. 2. Observe closely, using simple equipment. 3. Perform simple tests. 4. Identify and classify. 5. Use observations and ideas to suggest answers to questions. 6. Gather and record data to help in answering questions.
Understand animals and humans	<ol style="list-style-type: none"> 1. Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. 3. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals & invertebrates, including pets). 5. Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
Investigate living things	<ol style="list-style-type: none"> 1. Explore and compare the differences between things that are living, that are dead and that have never been alive. 2. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. 3. Identify and name a variety of plants and animals in their habitats, including micro habitats 4. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.

Art Threshold Concepts	Milestone 1
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
To master techniques (painting)	<ol style="list-style-type: none"> 1. Use thick and thin brushes. 2. Mix primary colours to make secondary. 3. Add white to colours to make tints and black to colours to make tones. 4. Create colour wheels.
To master techniques (collage)	<ol style="list-style-type: none"> 1. Use a combination of materials that are cut, torn and glued. 2. Sort and arrange materials. 3. Mix materials to create texture.
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.
DT Threshold Concepts	Milestone 1
Take inspiration from design throughout history	<ol style="list-style-type: none"> 1. Explore objects and designs to identify likes and dislikes of the designs. 2. Suggest improvements to existing designs. 3. Explore how products have been created.
Master Practical Skills (materials)	<ol style="list-style-type: none"> 1. Cut materials safely using tools provided. 2. Measure and mark out to the nearest centimetre. 3. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). 4. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
Design, make and evaluate	<ol style="list-style-type: none"> 1. Design products that have a clear purpose and an intended. 2. Make products, refining the design as work progresses.
Computing Threshold Concept	Milestone 1
Communicate This concept involves using apps to communicate one's ideas.	<ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages.
Collect This concept involves developing an understanding of databases and their uses.	<ul style="list-style-type: none"> • Use simple databases to record information in areas across the curriculum.

PE Threshold Concept	Milestone 1
<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <ul style="list-style-type: none"> - Tri golf - Cricket - Tennis - Athletics 	<ol style="list-style-type: none"> 1. Use the terms 'opponent' and 'team-mate'. 2. Use rolling, hitting, running, jumping, catching and kicking skills in combination. 3. Develop tactics. 4. Lead others when appropriate.
French/MFL	Milestone 1
<p>Write imaginatively</p> <p>This concept involves using key vocabulary and phrases to write ideas.</p>	<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.
<p>Speak confidently</p> <p>This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<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.
PSHE Threshold Concepts	Milestone 1
<p>Physical health and mental well being</p> <p>Growing and Changing</p> <p>Keeping safe</p>	<p>H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>