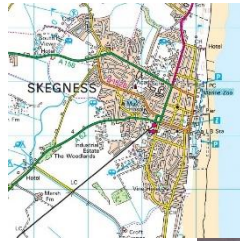
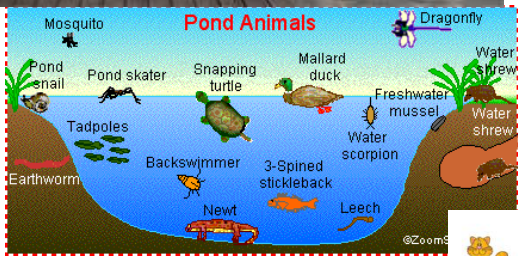


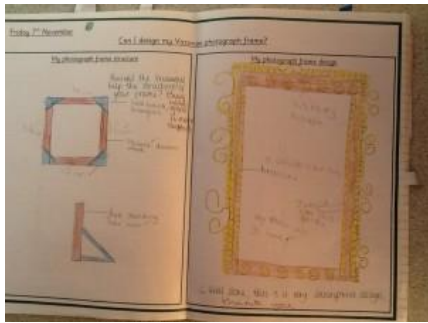
Water Water



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	Milestone 2
<p>To investigate and interpret the past</p> <p>To understand chronology</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. <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. <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. 	<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. <ol style="list-style-type: none"> 1. Place events, artefacts & 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"> 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 Concept	Milestone 1	Milestone 2
<p>To investigate places</p> <p>To communicate geographically</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 & 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. <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). 	<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. 4. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. 5. Use a range of resources to identify the key physical and human features of a location. <ol style="list-style-type: none"> 1. Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. 2. Describe key aspects of: human geography, including: settlements and land use. 3. 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.

Science Threshold Concepts	Milestone 1	Milestone 2
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. 	<ol style="list-style-type: none"> 1. Ask relevant questions. 2. Set up simple practical enquiries and comparative and fair tests. 3. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. 4. Gather, record, classify and present data in a variety of ways to help in answering questions. 5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. 6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. 8. Identify differences, similarities or changes related to simple, scientific ideas and processes. 9. Use straightforward, scientific evidence to answer questions or to support their findings.
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). 	<ol style="list-style-type: none"> 2. Construct and interpret a variety of food chains, identifying producers, predators and prey.
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. 	<ol style="list-style-type: none"> 1. Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups. 2. Give reasons for classifying plants and animals based on specific characteristics. 3. Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.
Understand evolution and inheritance		<ol style="list-style-type: none"> 3. <i>Identify how animals and plants are suited to and adapt to their environment in different ways.</i>

Art Threshold Concepts	Milestone 1	Milestone 2
<p>To develop ideas</p> <p>To master techniques (painting)</p> <p>To master techniques (collage)</p> <p>To take inspiration from the greats (classic and modern)</p>	<p>1. Respond to ideas and starting points. 2. Explore ideas and collect visual information. 3. Explore different methods and materials as ideas develop</p> <p>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.</p> <p>1. Use a combination of materials that are cut, torn and glued. 2. Sort and arrange materials. 3. Mix materials to create texture.</p> <p>1. Describe the work of notable artists, artisans and designers. 2. Use some of the ideas of artists studied to create pieces.</p>	<p>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</p> <p>1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 2. Mix colours effectively. 3. Use watercolour paint to produce washes for backgrounds then add detail. 4. Experiment with creating mood with colour</p> <p>1. Select and arrange materials for a striking effect. 2. Ensure work is precise. 3. Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>1. Replicate some of the techniques used by notable artists, artisans and designers. 2. Create original pieces that are influenced by studies of others.</p>
DT Threshold Concepts	Milestone 1	Milestone 2
<p>Take inspiration from design throughout history</p> <p>Master Practical Skills (materials)</p> <p>Design, make and evaluate</p>	<p>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.</p> <p>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).</p> <p>1. Design products that have a clear purpose and an intended. 2. Make products, refining the design as work progresses.</p>	<p>1. Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. 2. Improve upon existing designs, giving reasons for choices. 3. Disassemble products to understand how they work.</p> <p>1. Cut materials accurately and safely by selecting appropriate tools. 2. Measure and mark out to the nearest millimetre. 3. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). 4. Select appropriate joining techniques.</p> <p>1. Design with purpose by identifying opportunities to design. 2. Make products by working efficiently (such as by carefully selecting materials). 3. Refine work and techniques as work progresses, continually evaluating the product design.</p>

Computing Threshold Concept		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. 	<ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages. 	
<p>Collect</p> <p>This concept involves developing an understanding of databases and their uses.</p>	<ul style="list-style-type: none"> • Use simple databases to record information in areas across the curriculum. 	<ul style="list-style-type: none"> • Devise and construct databases using applications designed for this purpose in areas across the curriculum. 	
PE Threshold Concept		Milestone 1	Milestone 2
<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. 	<ol style="list-style-type: none"> 1. Throw and catch with control and accuracy. 2. Strike a ball and field with control. 3. Choose appropriate tactics to cause problems for the opposition. 4. Follow the rules of the game and play fairly. 5. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). 6. Pass to team mates at appropriate times. 7. Lead others and act as a respectful team member. <ol style="list-style-type: none"> 1. Sprint over a short distance up to 60 metres. 2. Run over a longer distance, conserving energy in order to sustain performance. 3. Use a range of throwing techniques (such as under arm, over arm). 4. Throw with accuracy to hit a target or cover a distance. 5. Jump in a number of ways, using a run up where appropriate. 6. Compete with others and aim to improve personal best performances. 	
French/MFL		Milestone 1	Milestone 2
<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. 	<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. 	
<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. 	<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
Physical health and mental well being	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p>
Growing and Changing	<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p>	<p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>
Keeping safe	<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>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>	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>

English	Mathematics
<p>F – Adventure stories <i>3/4 weeks</i> Write an adventure story focusing on plot</p> <p>NF - Persuasive writing <i>2 weeks</i> Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader</p> <p>NF: Report (Pirate Focus) <i>3 weeks</i> Assemble information on a subject, sorting and categorising information: use comparative language to describe and differentiate. (Y2) Research and note-taking techniques</p> <p>F- Take one Book – Atlas of Adventure <i>2 weeks</i></p> <p>Poetry vocabulary building <i>1 week</i> Read, write and perform free verse</p> <p>Take one poet – poetry appreciation <i>1 week</i> Research a particular poet. Personal response to poetry. Recite familiar poems by heart</p>	<p><u>Year 2</u></p> <p>2LS28 - Fractions – Finding Halves, Quarters and Thirds of Amounts Fractions 2LS29 - Finding Halves, Quarters and Thirds of Shapes Fractions – Finding Three 2LS30 - Quarters of Shapes and Amounts 2LS31 - Fractions – Equivalence 2LS32 - Fractions – of Continuous Quantities 2LS33 - Time – Telling the Time to the Nearest 5 Minutes 2LS34 - Problem Solving for all Operations (including Fractions) 2LS35 - Multiplication and Division – Equality and Balance 2LS36 - Geometry – Properties of 2-D and 3-D Shape, Classifying and Sorting 2LS37 - Geometry – Symmetry 2LS38 - Mental Calculation Review 2LS39 - Geometry – Sequencing 2LS40 - Geometry – Rotation and Right Angles 2LS41 - Place Value and Written Calculation Review</p>
	<p><u>Year 3</u></p> <p>3LS27 - Division Problem Solving – Sharing and Grouping 3LS28 - Division – Two and Three-Digit Numbers by One-Digit Numbers including Halving 3LS29 - Multiplication, Division and Fractions – Scaling and Correspondence Problems 3LS30 - Division – Long Division 3LS31 - Time – Hours, Minutes, Seconds, Days, Weeks, Months, Years 3LS32 - Time – Telling the Time (Analogue and Digital) and Estimation 3LS33 - Time – Duration 3LS34 - Securing the Four Operations with Whole Number including Problem Solving 3LS35 - Place Value and Decimals – Ten Times Greater and Ten Times Smaller 3LS36 - Place Value and Decimals – Regrouping 3LS37 - Place Value and Decimals – Estimation, Comparing and Rounding 3LS38 - Measures – Measuring and Problem Solving 3LS39 - 3-D Shape – Building and Identifying Properties</p>