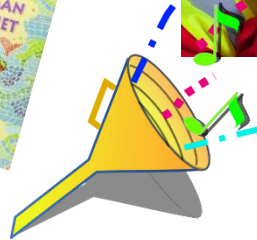
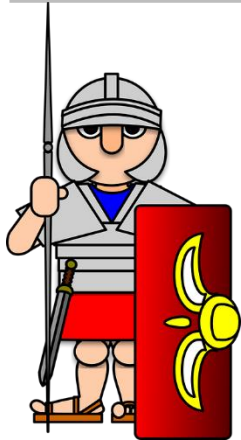


Feasts and Festivals



Areas of Learning

As Geographers and Historians, we will map the progress of the Roman invasion across Europe. By studying old maps and using modern atlases we will develop our understanding of European countries physical geography and understanding what resources the Romans were able to gain by invading these places. We will use secondary sources to learn about Roman life and develop our knowledge of the legacy they left behind.

As Scientists we will use our investigative skills to understand the structure of the human skeleton. We will make models of the biceps and triceps muscles to enhance our understanding of how these work in pairs. Throughout the term we will perform investigations to deepen our knowledge of a sensible balanced diet and help us make informed choices about how to keep healthy. We will learn about how sound travels and look at the structure of a human ear to comprehend how we hear.

As Artists and Designers, we will study and make artwork using mosaic techniques. We will practise safe food preparation and develop our cutting, chopping, mixing skills and our understanding of following recipes in order to host a Roman feast.

As Users of Technology we will learn about and understand the importance of how to keep ourselves safe online through knowing what information it is acceptable to share and what we should keep private. We will also begin to use search engines more effectively. In the second half of the Autumn Term we will be identifying the main elements of music: pulse, rhythm, tempo, pitch and texture and experiment with these to ultimately compose their own piece of electronic music.

As speakers of other languages, through games and songs, we will be learning the months of the year in French and our birthday. We will then move onto learning about Christmas in France after half term.

Confident individuals

Challenge

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

Plan, budget and prepare a Roman Feast.

Responsible Citizens

Enrichment

To enrich our learning, we will:

Use Grantham Museum Roman's loan box to gather clues from artefacts.

Hold a Roman feast for KS2.

Spiritual & Moral

In our spiritual and moral development, we will:

Discover that God is generous and gives us so many gifts, that He is worthy of our praise.

Delve into the Bible to discover what happened to the Israelites after they crossed the Red Sea and how God prepared them for the Promised land.

Find out about various world religious festivals

Marvel at the how God has made our wonderful bodies.

Communities

As members of a community we will:

Celebrate Harvest with our families and neighbours.

Take part in a variety of sports tournaments and festivals with pupils from other schools to improve our sportsmanship and skills in cross country, tag rugby and Cheerleading.

Produce a dramatized class assembly for parents

Perform a Christmas play to parents, governors and the church community.

Sing festive songs to our elderly neighbours.

| History Threshold Concepts | Milestone 1 | Milestone 2 |
|---------------------------------------|---|---|
| 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. | <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. 4. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 5. Suggest causes and consequences of some of the main events and changes in history. |
| 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. | <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. |
| To build an overview of world history | <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. Describe changes that have happened in the locality of the school throughout history. 3. Compare some of the times studied with those of other areas of interest around the world. 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. |
| 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. 2. Show an understanding of the concept of nation and a nation's history. | <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 |
| 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?). 3. Use world maps, atlases & globes to identify the United Kingdom & 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. 3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 6. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. |

| 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 (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. | <ol style="list-style-type: none"> 1. Select and arrange materials for a striking effect. 2. Ensure work is precise. 3. Use coiling, overlapping, tessellation, mosaic and montage. |
| 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. | <ol style="list-style-type: none"> 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 |
| 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 (food) | <ol style="list-style-type: none"> 1. Cut, peel or grate ingredients safely and hygienically. 2. Measure or weigh using measuring cups or electronic scales. 3. Assemble or cook ingredients. | <ol style="list-style-type: none"> 1. Prepare ingredients hygienically using appropriate utensils. 2. Measure ingredients to the nearest gram accurately. 3. Follow a recipe. 4. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). |
| 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. | <ol style="list-style-type: none"> 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. |
| PE Threshold Concept | Milestone 1 | Milestone 2 |
| <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle:</p> <p>Games Football, Netball, Tag Rugby</p> | <ol style="list-style-type: none"> 2. Use rolling, hitting, running, jumping, catching and kicking skills in combination. 3. Develop tactics. 1. Use the terms 'opponent' and 'team-mate'. 4. Lead others when appropriate. | <ol style="list-style-type: none"> 1. Throw and catch with control and accuracy. 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. |

| | | |
|--|--|---|
| <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle: Swimming</p> | <ol style="list-style-type: none"> 1. Swim unaided up to 25 metres. 2. Use one basic stroke, breathing correctly. 3. Control leg movements. | <ol style="list-style-type: none"> 1. Swim between 25 and 50 metres unaided. 2. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. 3. Coordinate leg and arm movements. 4. Swim at the surface and below the water. 5. |
| <p>PSHE Threshold Concepts</p> | <p>Milestone 1</p> | <p>Milestone 2</p> |
| <p>Families and Friendships <i>Positive friendships, including online</i></p> <p>Safe relationships <i>Responding to hurtful behaviour; managing confidentiality; recognising risks online</i></p> <p>Respecting ourselves and others <i>Respecting differences and similarities; discussing difference sensitively</i></p> | <p>R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively</p> | <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. the importance of seeking support if feeling lonely or excluded. R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> |

| French/MFL | Milestone 1 | Milestone 2 |
|---------------------|--|--|
| Speak confidently | <ol style="list-style-type: none"> 1. Understand a range of spoken phrases. 2. Understand standard language (sometimes asking for words or phrases to be repeated). 3. Answer simple questions and give basic information. 4. Give responses to questions about everyday events. <p>Pronounce words showing a knowledge of sound patterns.</p> | <ol style="list-style-type: none"> 1. Understand the main points from spoken passages. 2. Ask others to repeat words or phrases if necessary. 3. Ask and answer simple questions and talk about interests. 4. Take part in discussions and tasks. <p>Demonstrate a growing vocabulary.</p> |
| Write imaginatively | <ol style="list-style-type: none"> 1. Write or copy everyday words correctly. 2. Label items and choose appropriate words to complete short sentences. | <ol style="list-style-type: none"> 1. Write a few short sentences using familiar expressions 2. Express personal experiences and responses. |

| English | Mathematics |
|--|---|
| <p>F – Traditional Tales - Roman Myths 4 weeks Write a Roman myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.</p> <p>NF: Reports (Roman Focus) 4 weeks Write own report independently based on notes gathered from several sources</p> <p>F- Take one Book – Atlas of Adventure 2 weeks</p> <p>Poetry vocabulary building 1 week Building vocabulary through reading, writing and performing free verse of choice</p> <p>Narrative Poetry 2 weeks Read and write riddles and kennings e.g. linked to history</p> | <p><u>Year 2</u> 2LS1 Securing Fluency to Twenty 2LS2 2LS3 2LS4 Place Value – Making Tens and Some More Place Value and Regrouping Two-Digit Numbers Counting On and Back in Ones and Tens from any Number 2LS5 2LS6 Representing, Ordering and Comparing Numbers to 100 and Quantities for Measures Estimation and Magnitude 2LS7 2LS8 Numbers to 20 – Mental Addition and Subtraction Finding Complements of 10 and 100 Including Measures 2LS9 Add and Subtract Numbers Mentally Using 1- and 2-Digit Numbers 2LS10 Finding Part or Whole Unknown 2LS11 2LS12 2LS13 Money – Making Combinations and Finding Change Comparison (difference, more, less, fewer) Measures – Estimation and Measure Using Different Scale</p> <p><u>Year 3</u> 3LS1 3LS2 Place Value and Regrouping Counting On and Back in Ones, Tens and Hundreds 3LS3 3LS4 Estimation, Magnitude and Rounding Measures – Comparison, Estimation and Magnitude 3LS5 3LS6 3LS7 Mental Fluency – Addition Mental Fluency – Subtraction Fact Families and Applying the Inverse 3LS8 Written Addition 3LS9 Written Subtraction 3LS10 Problem Solving – Worded Problems 3LS11 Statistics – Interpreting Bar Charts and Tables 3LS12 3LS13 Angles, Right Angles and Estimation Perpendicular and Parallel Lines, Vertical and Horizontal Lines 3LS14 2-D Shape – Properties and Drawing 3LS15 Perimeter Including Problem Solving Using Written and Mental Methods</p> |

Year 4

4LS1 4LS2 Place Value – Order and Compare Numbers Beyond 1000 Rounding, Estimation and Magnitude

4LS3 Securing Addition and Subtraction Mental Fluency

4LS4 Securing Formal Written Addition and Subtraction Fluency

4LS5 4LS6 Counting in Multiples of 6, 7, 9, 25 and 1000 Multiplication and Division Facts (Times Tables)

4LS7 Factor Pairs, Integer Scaling and Correspondence Problems

4LS8 Problem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic Laws

4LS9 4LS10 4LS11 Multiply and Divide a One or Two-digit Number by 10 and 100 Measure – Conversion of Units Measures – Compare, Estimate and Calculate

4LS12 Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division

4LS13 Perimeter