

Carnival Time!



Areas of Learning

As Historians we will use historical sources, ask questions and research to find out about the fascinating civilisation of the Ancient Mayans. We will be finding out where the Mayans lived, what their lives were like, and how their society was organised, as well as investigating the evidence they left behind and uncovering some Mayan mysteries.

As Geographers we will use a range of resources and ask questions to find out about the continents of North and South America and some of the countries within them, in particular, we will develop our understanding of the climate and the physical features such as the Grand Canyon in North America and the mountainous regions of South America. We will also learn about the Havasupai Tribe, who have lived in the Grand Canyon for over 800 years. We will use geographical vocabulary to describe these areas.

As Scientists initially our topic Classifying Critters, will allow us to research flora and fauna in more detail. We will also discover the world of fungi and microbes. In the second part of term, we will engage in rigorous practical and written scientific activities, we will review our knowledge and practical investigative skills under the topic of sound and hearing.

As Artists we will use digital media to create work inspired by the greats looking at the work of Joan Miro, Ancient Chinese artists and Frida Kahlo. We will use iPad apps, computers and cameras to draw or capture a variety of artwork to then edit and add text.

As Designers we will learn about the designer Tom Karen. We will develop our construction techniques investigating different materials and ways of fixing to create bends and spirals in order to make an effect marble run.

As Musicians, we will learn review our understanding of musical terminology using the correct vocabulary to appraise a wide variety of music. We will sing together learning songs based on the story of a Midsummer Night's Dream.

As Speakers of French we will learn about French customs, festivals and culture in French speaking countries. We will also develop our listening, speaking, reading and comprehension skills so we are able to speak and write about school life.

As Users of Technology we will use Purple Mash to create text based choice stories. We will create graphs using the appropriate software. We will have the opportunity to develop our understanding of databases and

Confident individuals

Challenge

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

Enter a Story competition

Undertake a variety of maths challenges during our Maths Challenge day

Responsible Citizens

Enrichment

To enrich our learning, we will:

Visit Grantham Museum to use historical sources to learn about our local history during our special Local History Day.

We will also be taking part in
 - Chinese Day
 - Science Day
 - World Book Day

Spiritual & Moral

In our spiritual and moral development:

We will learn about the religious beliefs of the Ancient Mayan civilisation.

We will develop our relationship with God through the themes, 'Teach us to pray,' 'Teach us to be' and 'Teach us to live'. We will explore the Beatitudes and look at how Jesus taught us to pray.

Communities

As members of a community we will:

Prepare and share our learning with family and friends during our Class assembly.

Celebrate Easter and share the real meaning of Easter during our Easter service.

Take part in Badminton, Tag Rugby and Hockey Tournaments with other local schools.

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.</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>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>
To communicate geographically	To describe and understand key aspects of human and physical geography.
History Threshold Concept	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>Use sources of information to form testable hypotheses about the past.</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> <p>Refine lines of enquiry as appropriate.</p>
To build an overview of world history	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</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 an 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 Concept	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>

To investigate sound and hearing	Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.
To understand animals and humans	Describe the ways in which nutrients and water are transported within animals, including humans.
To become familiar with a wider range of living things.	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 & Design 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 digital media	Enhance digital media by editing (including sound, video, animation, still images and installations).
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.
DT Threshold Concepts	Milestone 3
To master skills DT - construction	Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product designs.
To design, make and improve	Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
French 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.
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	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.
Music Threshold Concepts	Milestone 3
To perform	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).
To transcribe	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.
To describe music	Choose from a wide range of musical vocabulary to accurately describe and appraise music.
To compose	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.