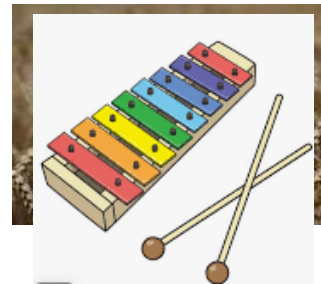


Conflicts



Autumn
first half
term

S	M	A	R	T
Stay Safe	Don't Meet Up	Accepting Files	Reliable?	Tell Someone
Don't give out your personal information to people / places you don't know.	Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.	Accepting emails, files, pictures or texts from people you don't know can cause problems.	Check information before you believe it. Is the person or website telling the truth?	Tell an adult if someone or something makes you feel worried or uncomfortable.
Follow these SMART tips to keep yourself safe online!				

Areas of Learning

As Historians we will use a range primary and secondary sources, ask questions and research widely to deepen our knowledge about the devastation of conflicts, focusing particularly on the Blitz during WW2. We will discover facts about living during this period and discuss how men, women and children's lives were changed in the UK and abroad.

As Scientists we will engage in rigorous practical and written scientific activities. Firstly, we will identify misconceptions about scientists. We will develop our understanding of both historic and contemporary scientists in a range of fields. We will use a wide range of scientific skills for example observations, predicting, classifying, measuring, representing data and controlling variables.

As Artists we will develop our visual language so that we are able to accurately describe a range of different artworks. We will practise our drawing and painting skills creating a range of autumnal work from life. We will develop our understanding of three dimensional work using a variety of materials including clay and card nets.

As Musicians we will use drones and melodic ostinati (based on the pentatonic scale). We will play instruments with care and precision developing our understanding of timing. We will compose our own short pieces of music.

As Speakers of French through songs, games and role play we will develop our classroom instructional language. We will use new vocabulary with a growing confidence to hold conversations with our peers about the clothes we wear.

As Users of Technology we will understand how to stay safe online. We will consider the consequences of plagiarism and understand how to avoid this. We will discuss the need to limit screen time understanding the mental health implications.

Confident individuals

Challenge

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

Responsible Citizens

Enrichment

To enrich our learning, we will:

Visit Grantham Library

Take part in an Evacuee Day

Visit places of worship

Spiritual & Moral

In our spiritual and moral development:

Ask the question "Is it ever right to fight?" to answer the question we need to use both our own experiences and the factual evidence from history to see if we can answer the difficult question. Understand what life was like for Jewish people during WWII

Understand that different communities worship in different places.

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 tag rugby and cheerleading.

Produce a dramatized class assembly for parents.

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

History Threshold concepts	Milestone 2	Milestone 3
To investigate and interpret the past	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<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>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Compare some of the times studied with those of 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>	<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> <p>.</p>
To understand chronology	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events</p>
To communicate historically	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <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>

Science Threshold Concepts	Milestone 2	Milestone 3
To work scientifically	<p>Ask relevant questions.</p> <p>Set up simple practical enquiries & comparative & fair tests.</p> <p>Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p> <p>Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>Use straightforward, scientific evidence to answer questions or to support their findings</p>	<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>
Art Threshold Concepts	Milestone 2	Milestone 3
<p>To develop ideas</p> <p>To master techniques (sculpture)</p> <p>To take inspiration from 'The Greats' (classic and modern)</p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Use clay and other mouldable materials.</p> <p>Add materials to provide interesting detail.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>

Computing Threshold Concepts	Milestone 2	Milestone 3
<p>To stay safe with technology</p>	<p>To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.</p>	<p>To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.</p>
PE Threshold concepts	Milestone 2	Milestone 3
<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle <i>This concept involves learning a range of physical movements and sporting techniques</i></p>	<p>Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member.</p>	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p>
Languages Threshold concepts	Milestone 2	Milestone 3
<p>To read fluently</p> <p>To speak confidently</p>	<p>Read and understand the main points in short written texts. Read short texts independently. Use a translation dictionary or glossary to look up new words</p> <p>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.</p>	<p>Read & understand the main points & 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.</p> <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 2	Milestone 3
To perform	<p>Sing from memory with accurate pitch.</p> <p>Sing in tune.</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Show control of voice.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others.</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>
To compose	<p>Compose and perform melodic songs.</p> <p>Use sound to create abstract effects.</p> <p>Create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Use drones as accompaniments.</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Use digital technologies to compose pieces of music.</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>