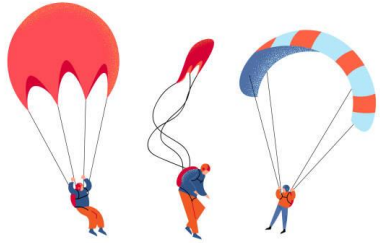


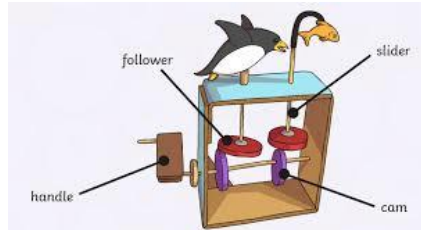
Let in Flow Autumn 2024



L'escargot



Benjour, petit escargot
 La pluie tombe sur ton dos
 Les souris n'aiment pas l'eau
 Mais toi tu dis :
 Bravo ! Bravo !



Successful learners

Areas of Learning

As Historians we will use historical sources, ask questions and research to gain knowledge about the fascinating civilisation of Ancient Egypt. We will discover facts about the Pharaohs and how differently they ruled, and as well as investigating the legacy the Ancient Egyptians left behind.

As Geographers we will continue to develop our understanding of the importance of rivers and water conservation. We will learn about the positive and negative aspects of the Aswan Dam and look at how interconnection between countries was made easier by the creation of the Suez Canal.

As Scientists we will develop our knowledge of forces, using practical investigations to identify how levers and pulleys can reduce the force required to move objects. We will learn about gravity and investigate friction.

As Designers we will develop how we use different materials. We will use a computer to help with our design and make prototypes before constructing movable toys using a cams mechanism.

As Musicians we will make singing and listening at the heart of each lesson. We will play, improvise and compose using a selection of notes. We will answer the social question: how does music shape our way of life?

As Speakers of French we will analyse French poetry noting new vocabulary and grammatical conventions. Using these as a frame from our writing in French we will create shape poems. Looking at French culture we will discuss the similarities and differences in customs around the Christmas season.

As Users of Technology we will develop are skills with using Microsoft Words ensuring that we can manipulate images and use copyright referencing correctly. We will consider the different ways our formatting of documents can be improved

Confident individuals

Enterprise

Children in Need

Responsible Citizens

Enrichment

Cheerleading November 21st
 Swimming

Spiritual & Moral

Sacred texts
 Christmas

Communities

Class 4 assembly 20th November 2024
 Christmas play 18th December

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>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 how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>
To communicate geographically	<p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers.</p> <p>human geography, including: settlements, land use, economic activity including trade links and water supplies.</p>
History threshold concepts	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>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> <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>
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 concepts	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 understand movement, forces and magnets	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</p> <p><i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i></p> <p><i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i></p> <p>Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
Design technology threshold concepts	Milestone 3
To master skills DT – construction and mechanics	<p>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).</p> <p>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).</p> <p>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p> <p>Convert rotary motion to linear using cams.</p> <p>Use innovative combinations of electronics (or computing) and mechanics in product designs.</p>
To design, make and improve	<p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <p>Make products through stages of prototypes, making continual refinements.</p> <p>Ensure products have a high-quality finish, using art skills where appropriate.</p> <p>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p>
French/MFL threshold concepts	Milestone 3
To read fluently	<p>Read and understand the main points and some of the detail in short written texts.</p> <p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p>Show confidence in reading aloud, and in using reference materials.</p>
To write imaginatively	<p>Write short texts on familiar topics.</p> <p>Use knowledge of grammar to enhance or change the meaning of phrases.</p> <p>Use dictionaries or glossaries to check words.</p>
To understand the culture of the countries in which the language is spoken	<p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p>
To speak confidently	<p>Vary language and produce extended responses.</p> <p>Be understood with little or no difficulty.</p> <p>Understand the main points and opinions in spoken passages.</p> <p>Take part in conversations to seek and give information.</p> <p>Refer to recent experiences or future plans, everyday activities and interests.</p>
Music threshold concepts	Milestone 3
To perform	<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 transcribe	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> <p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>Understand and use the # (sharp) and ♭ (flat) symbols.</p> <p>Use and understand simple time signatures.</p>
To describe music	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music.</p>
To compose	<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 ostinato (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>