

My Place In Our World

Global Citizen	Our World	RE	Leadership	Self-Story
<p>Becoming a global citizen Diversity of cultures and societies within and beyond their own experience. Is 'right' and 'wrong' the same in all societies?</p> <p>Geography: Location of Arctic and Antarctic Circle and contrasting societal 'norms'.</p>	<p>Where am I in the world? Where does UK fit within Europe? Where does Europe fit within the Globe? Understand continents.</p> <p>Geography: Use maps, atlases and globes to focus on Europe's key physical and human features, countries and major cities.</p>	<p>Creation What is important to me? What do Christians learn from the Creation story?</p> <p>Incarnation What is The Trinity?</p> <p>God/People of God What is it like to follow God?</p>	<p>Leadership around us What is democracy? What does it look like in our country?</p> <p>Becoming a Leader. I can be fair and listen to the opinions of others. What does it mean to be a courageous leader? (The importance of being clear and bold when needed)</p>	<p>My story What is my opinion on...? What is the difference between opinion and fact?</p> <p>History: Learn the difference between, and use, Primary and Secondary sources. Begin to understand how perspective affects opinion.</p>
<p>Taking responsibility for the world (environment). How do humans shape the environment? Consider a scale of negative, neutral and positive impacts.</p> <p>DT: Understand the seasonality of food and planting.</p>	<p>Amazing places to visit and see on Earth. Mountains and volcanoes</p> <p>Geography: Identify key mountain ranges in the UK.</p>	<p>Salvation Why do Christians call the day Jesus dies 'Good Friday'?</p> <p>Kingdom of God What does it mean to belong to Islam?</p> <p>Gospel Why are some journeys and places special?</p>	<p>Learning from Leaders Linked to their book/ topic, focus upon a Leader; one past, one present across the year. Link to the Becoming a Leader statement. History: Study the life of a significant individual in the past who has contributed to national and international achievements.</p>	<p>Learning from others Explore character in class picture book: Would I have acted/ reacted similarly? How are we alike?</p>

Making My Mark

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2D Art	3D Art	Music	Self-Expression	Creative Thinking
<p>Use of colour To learn contrasting and complementary colours through the colour wheel using different media. Study a well-known artist to support.</p>	<p>Choose a focus based upon book/ topic: Animation Modelling / sculpture Collage Clay /Pottery Textiles Tapestry</p>	<p>Fortnightly lessons provided by Music specialist.</p>	<p>Children express themselves through self-initiated creative play and by verbalising their feelings, interests and desires.</p>	<p>Double Diamond Thinking Begin to use the second diamond to structure creative thinking for a range of purposes. Key steps, in order, are as follows: Think Big: generate a selection of possible outcomes. Sketch, play, test against different scenarios and evaluate. One Idea: Choose the best idea and work on it, reviewing and improving it until it is ready to share.</p>
<p>Practical study Study the illustrations and illustrator in the focus book. Create own art using same techniques or intentions. Draw out use of colour and texture. Art: Children review and evaluate their ideas.</p>		<p>One topic per year to include a music element.</p>		
		<p>Linked to topic of learning, study a musician or composer eg The Beatles or Vivaldi. Music: Develop an understanding of the history of music. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>		
				<p>Evaluating Use precise and technical language to discuss with an adult or partner how to make improvements and select one change to implement.</p>

Understanding Today, Imagining Tomorrow

Science	Computing	Inventing
Plants Animals including humans Rocks Light Forces including magnets	Beebots programming Learn to logon to Chromebooks. continue to write and draw on apps (Save and retrieve) Beebots programming Internet safety Hector	<p>Becoming an inventor Can you invent something which fixes a problem for others? DT: Use the Double Diamond to... Design: Use research and develop design criteria to inform design of an innovative, functional, appealing product. Make using a range of tools and equipment. Choose appropriately for the purpose. Evaluate by writing about the product and identifying improvements. Design focus: Communicate ideas through annotated sketches and cross-sectional diagrams. Technical Knowledge: Triangulation to strengthen Use of hydraulics</p>
<p>Science Statutory requirements During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the program of study content:</p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries , comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings, using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings. 		<p>Learning from the experts Research inventions/ inventors that have impacted many. History: Study the story of a significant individual in the past who has impacted positively on their immediate or extended community.</p>

Healthy Body, Healthy Mind

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Mental Well-being	Resilience	Healthy Lifestyle	PE
<p>Finding space to be Use stilling to connect to senses and explore story telling through yoga poses</p>	<p>Developing Resilience Resilience in friendship and relationships – listening and coping</p>	<p>Take notice ...of the wonder of the natural environment</p>	<p>Invasion Games 1: 1. Throwing and catching 2. Improving accuracy 3. Invaders 4. Moving with the ball 5 and 6. Team games</p> <p>Dance: Choose from: Life on the Nile /During the Blitz / Tudors/ Divali</p>
		<p>Connect Changing friendships – adapting as we grow up together.</p>	
<p>Managing worries Story telling mind</p> <p>Guidance and resources will be provided.</p>	<p>Our Emotional Brain Where do you feel (these) emotions? Strategies for managing these emotions.</p>	<p>Healthy Eating DT: Revisit five main food groups/ Eat-well plate and create a healthy sandwich.</p>	<p>Gymnastics 3: 1. Body shapes 2. A balancing act! 3 and 4. Methods of travel 5. Sequences on apparatus 6. Developing sequences further</p>
		<p>Swimming and water safety 1: (Planning available includes:) 1. Blow those bubbles 2. Kick those feet 3. Floating along 4. Going straight 5. Kicking and breathing 6. Breathing to the side 7. Straight bodies 8. Get those arms moving 9. Front crawl – the whole stroke 10-12. Perfecting front crawl</p>	<p>Striking/ Fielding 1: 1. Catching skills 2. Throwing accurately 3. Fielding skills 4. Batting skills 5 and 6. Playing skills</p> <p>Athletics 1: 1. Throwing 2. Throwing practice 3 and 4. Running 5 and 6. Jumping</p>