

My Place In Our World

Global Citizen	Our World	RE	Leadership	Self-Story
<p>Becoming a global citizen Use knowledge of others' viewpoints to resolve problems and compromise.</p> <p>Eg What are the reasons for rainforests being destroyed by humans?</p>	<p>Where am I in the world? Import/Export and global connections – transport, communication, trade.</p> <p>DT: Explore the impact of food production and impact internationally: The journey our food makes.</p>	<p>What does it mean to belong to Judaism?</p>	<p>Leadership around us</p> <p>Individual Liberty is <i>"The right to believe, act and express oneself freely."</i> What does this mean for us? How does it fit with the idea of rule of law?</p>	<p>My story What has my story been so far? What are my beliefs and opinions?</p> <p>History: Identify the difference between, and use, Primary and Secondary sources. Begin to understand how perspective affects opinion.</p>
		<p>Incarnation What is The Trinity? <i>(Understanding Christianity)</i></p>		
<p>Taking responsibility for the world (environment). How are we dependent on the environment?</p> <p>DT: Understand how food is grown, reared, caught and processed in the UK.</p> <p>Geography: Use maps, atlases, globes and IT (Google Earth) to track journeys and locations.</p> <p>Understand the water cycle – why it is necessary and how it can be affected.</p>	<p>Amazing places to visit and see on Earth.</p> <p>Rivers</p> <p>Geography: Identify key rivers in the UK.</p>	<p>Salvation Why do Christians call the day that Jesus dies 'Good Friday'? <i>(Understanding Christianity)</i></p>	<p>Becoming a Leader. To be a good leader, I can learn from others/my team. What does it mean to be a creative leader? (The importance of imagining change and striving for it)</p>	<p>Learning from others Explore character in class picture book: Would I have acted/ reacted similarly? How are we alike?</p>
		<p>Kingdom of God When Jesus left, what was the impact of Pentecost? <i>(Understanding Christianity)</i></p>	<p>Learning from Leaders Linked to their book/ topic, focus upon 2 Leaders; one past, one present across the year. Link to the Becoming a Leader statement.</p>	
		<p>Gospel What kind of world did Jesus want? <i>(Understanding Christianity)</i></p>	<p>History: Study the life of a significant individual in the past who has contributed to national and international achievements.</p>	

Understanding Today, Imagining Tomorrow

Science	Computing	Inventing
Animals including humans Living things and their habitats States of matter Sound Electricity	Scratch – make game with inputs and outputs Moving toy Research skills taught (Wikipedia) Use a program to create a presentation (with a template) Internet safety digital footprint sharing images cyber bullying social media	Becoming an inventor Can you identify a problem and invent something to solve it? 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, cross-sectional and exploded diagrams. Technical Knowledge: Understand and use electrical systems Use Scratch
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: <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. 		Learning from the experts Research how inventors identified a problem and solved it. History: Study the life of a significant individual in the past who has impacted positively on their immediate or extended community.

Making My Mark

2D Art	3D Art	Music	Self-Expression	Creative Thinking
<p>Use of colour To learn to use colour effectively in their own work 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>Ukulele lessons Music: Play and perform in solo and ensemble contexts. Play musical instruments with increasing accuracy, fluency, control and expression.</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.</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, texture and line. Art: Children review, evaluate and improve ideas.</p>		<p>Fortnightly lessons provided by Music specialist.</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>One Idea: Choose the best idea and work on it, reviewing and improving it until it is ready to share.</p> <p>Evaluating Use precise and technical language to evaluate, identify improvements and select one change to implement.</p>

Healthy Body, Healthy Mind

Mental Well-being	Resilience	Healthy Lifestyle	PE	
<p>Finding space to be</p> <p>Explore growing knowledge of yoga poses to put together sequences for a range of purposes.</p>	<p>Developing Resilience</p> <p>Resilience – for growing independence</p>	<p>Give</p> <p>Acts of kindness rooted in empathy – school based</p>	<p>Invasion Games 2:</p> <ol style="list-style-type: none"> 1.Can you dribble it? 2. Passing and receiving 3. Creating space 4. Attacking skills 5 and 6. Playing games 	<p>Dance:</p> <p>Choose from: Life on the Nile/ During the Blitz/ Tudors/ Divali</p>
<p>Managing worries</p> <p>Categorising worries.</p> <p>Guidance and resources will be provided.</p>	<p>Our Emotional Brain</p> <p>Introduce parts of the brain & how they work together to influence your feelings.</p> <p>Developing emotional strategies</p>	<p>Keep learning</p> <p>Learning from others: who inspires us – what can we learn from them?</p>	<p>Gymnastics 4:</p> <ol style="list-style-type: none"> 1.Partner balances 2. Rolling 3 and 4. Mirroring and rolling 5. Balancing on apparatus 6. Developing sequences 	<p>Net/ Wall games 1:</p> <ol style="list-style-type: none"> 1.Bouncing and catching 2 and 3. Racket skills 4 and 5. King of the court 6. Playing net games
		<p>Healthy Eating</p> <p>DT: Revisit five main food groups and create a healthy plate using ingredients from the 'food journey' (link with 'Our World').</p>	<p>Athletics 2:</p> <ol style="list-style-type: none"> 1. Running styles 2. Throwing accurately 3. Distance throwing 4. Basic jumping styles 5. Jumping skills 6. Relays 	<p>Outdoor and Adventurous activities 1 and 2:</p> <p>Choose from:</p> <ol style="list-style-type: none"> 1. Letter hunt 2. Object ID 3. Playground orienteering 4. Site orienteering 5. Pond dipping challenge --- 1-3. Site orienteering 4. Cross the swamp 5. Obstacle challenge