

"We strive to create an environment which promotes a thirst for learning and gives everyone the best chance of success within a caring Christian ethos"

Our Learning Challenge

Where are there environments at risk and how can we help?

Year	3	Term	Spring	Our Vision and values	<p>I will be proud of all that I do and treat others with kindness          I will respect and value myself and others no matter what we believe, how we look or where we live          will be responsible for the way I behave          I will be the best that I can be          I will embrace new challenges and learning opportunities          I will reflect on my learning and listen to advice from others about how to improve          I will have fun, enjoy learning new things at school and have the courage to make mistakes          I will think about my own faith and what difference it can make to me and how I live</p>
Purposeful Learning Outcome		<p>Fundraising/awareness campaign - shoebox appeal for specific charity/disaster</p> <p>Collect shoeboxes - send a letter home** Ask shoe shops for donations.</p> <p>Children then share their campaign to parents and charity</p>		British Values	<p>Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example:</p> <ul style="list-style-type: none"> <li>• Encouraging children to make decisions together.</li> <li>• Providing opportunities for children to vote between choices of activity.</li> <li>• Providing the opportunity for children to vote for Buddies, School Council, Collective Worship Council and subject leaders</li> </ul> <p>Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example:</p> <ul style="list-style-type: none"> <li>• Providing opportunities for children to share achievements and successes, to promote independence and develop self-esteem.</li> <li>• Encouraging children to develop a positive sense of themselves.</li> <li>• Provide activities for all children to engage in and actively challenge gender specific tasks and activities.</li> </ul> <p>Rule of law: we aim to promote this British value by demonstrating a need for rules and laws which help to keep us safe and happy For example:</p> <ul style="list-style-type: none"> <li>• By working together to create group rules.</li> <li>• By understanding their own and others' behaviour and feelings and the consequence of these.</li> <li>• Encouraging and supporting children to learn how to distinguish right from wrong.</li> </ul> <p>Mutual respect and tolerance of different faiths and beliefs: we aim to promote this British value by treating others how we would like to be treated ourselves regardless of their differences</p> <ul style="list-style-type: none"> <li>• Encouraging children to learn about the world around them - both locally and further afield.</li> <li>• Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life,</li> </ul>

Starting Stimulus	Community Links Visitors and Visits Creative Experiences	SMSC Including PSHE and Safeguarding
Classroom destroyed as if by an earthquake/disaster - upturned furniture, dirty water, rations, unpleasant conditions. What could have happened?	<p>Work on a charity project as a class for world disaster relief, e.g. shoebox appeal, The Red Cross</p> <p>Build 3D volcanoes which can erupt: film the event</p> <p>Produce a news report (as a group), e.g. world disaster - take on different roles when filming your report, e.g. camera person, producer, presenter, reporter, weather person</p> <p>Cook Sausages</p> <p>Create Our Own Animation, or news report</p> <p>Predict the Weather</p>	<p><u>Dreams and Goals</u></p> <p>Evaluate my own learning process and identify how it can be better next time</p> <p>Be confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p> <p>Outcome - Dream/hope flowers</p> <p><u>Healthy Me</u></p> <p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels</p> <p>Outcome - Keeping Safe Chapter</p>

**Steps to Achieving Learning Challenge**

Sub question	Subject Focus (from mapping)	Content / Activities
What is a disaster?	Computing: Internet research.	Walk into classroom - mess everywhere - what a disaster! Come up with own definition of a 'disaster' - generic statement in own words. Distinguish between man-made/natural.
What types of natural disasters are there?	<p>Geography: earthquakes, volcanoes, tsunamis, hurricanes, tornadoes, extreme weather.</p> <p>Computing: Internet research.</p> <p>Art &amp; design: artwork linking to natural disaster.</p>	<p>Groups find out about specific type of disaster - share information. Present your disaster.</p> <p>Groups create a picture of their disaster - could use a range of artistic techniques to represent in different ways.</p>
What causes natural disasters?	<p>Geography: climate zones, map work, locating world's countries/continents, tectonic plates.</p> <p>Computing: Internet research.</p> <p>Also Science: friction of tectonic plates.</p>	Groups find out about specific disaster- present information - each group create own globe and place their disaster onto it. Draw connections between similar causes/geographical observations.
Where do natural disasters strike?	<p>Geography: map work, locating world's countries/continents.</p> <p>Art &amp; design: creating globe to plot disasters.</p>	Each group create own globe and place their disaster onto it. Use atlases to inform globe plotting.
What are the effects of a natural disaster?	<p>Geography: map work, locating world's countries/continents.</p> <p>History: other significant disasters - Japanese earthquake, Hurricane Katrina, Pompeii eruption.</p> <p>Science: nutrition - what happens with lack of proper nutrition?</p>	<p>Focus on one: Pompeii ( history link).</p> <p>Video/drama. Eyewitness accounts, first person writing - diary - link to shared text about Japanese tsunami. News report - same event, different genre - radio news broadcast.</p>

	Literacy: representing same event in different genres.	
How can we help people affected by natural disasters?	<p>ICT: emails, create posters.          Literacy: persuasive writing.          DT: designing a shoe box filled with items for a purpose/audience (age range/gender) - check suitable packaging. Make it aesthetically pleasing.          PSHE/RE: understanding need for charity.</p>	<p>Visits from Charity Aid workers (try to get a couple) - human dimension. Find out who they help and what they do to help - interview. What different jobs do you have in your charity? (in prep for outcome) Debate - who needs our help the most? You have £10 - who should get it? Record speech/viewpoints - write each side of argument &amp; then their opinion. Which is the best charity to invest in? Research.</p> <p>Whole class decision - aid package.          What would be useful? Research.          Persuasive writing: letters/emails - appeal for support from parents/businesses for help or products. Design posters for participation - school/community - art/ICT          Whole school shoebox appeal - 1 week of whole school participation to send in boxes. Charity Aid worker come back into school to receive our fundraising/efforts. Feedback from outcome from charity to come at a later date.</p>

**Relationship to Core Subjects**

English Skills		Maths Skills	Science Skills
<p><u>To read words accurately</u></p> <ul style="list-style-type: none"> <li>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li> <li>Read further exception words, noting the spellings.</li> </ul> <p><u>To understand texts</u></p> <ul style="list-style-type: none"> <li>Draw inferences from reading.</li> <li>Predict from details stated and implied.</li> <li>Recall and summarise main ideas.</li> <li>Discuss words and phrases that capture the imagination.</li> <li>Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</li> <li>Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li> <li>Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> <li>Recognise some different forms of poetry.</li> <li>Explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<p><u>To write with purpose</u></p> <ul style="list-style-type: none"> <li>Use the main features of a type of writing (identified in reading).</li> <li>Use techniques used by authors to create characters and settings.</li> <li>Compose and rehearse sentences orally.</li> <li>Plan, write, edit and improve</li> </ul> <p><u>To organise writing appropriately</u></p> <ul style="list-style-type: none"> <li>Use organisational devices such as headings and sub-headings.</li> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> <li>Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul> <p><u>To use paragraphs</u></p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme.</li> <li>Sequence paragraphs.</li> </ul> <p><u>To use sentences appropriately</u></p> <ul style="list-style-type: none"> <li>Use a mixture of simple, compound and complex</li> </ul>	<p><u>Number - multiplication and division</u></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objectives.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p><u>Measurement</u></p> <p>Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p>	<p><u>Rocks</u></p> <ol style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ol> <p><u>FORCES AND MAGNETS</u></p> <p>Properties and changes of materials</p> <ol style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> </ol>

<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Ask questions to improve understanding of a text.</li> </ul>	<p>sentences.</p> <ul style="list-style-type: none"> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• direct speech, punctuated correctly</li> <li>• clauses</li> <li>• adverbial phrases</li> </ul> </li> </ul> <p><u>To present neatly</u></p> <ul style="list-style-type: none"> <li>• Join letters, deciding which letters are best left unjoined.</li> </ul> <ul style="list-style-type: none"> <li>• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> </ul> <p><u>To spell correctly</u></p> <ul style="list-style-type: none"> <li>• Use prefixes and suffixes and understand how to add them.</li> <li>• Spell homophones correctly.</li> <li>• Spell correctly often misspelt words.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>To punctuate accurately</u></p> <ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials.</li> </ul> </li> <li>• Indicate grammatical and other features by:</li> </ul>	<p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events (for example to calculate the time taken by particular events or tasks).</p> <p><u>Number - fractions</u></p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Count up and down in tenths.</p> <p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>	<ul style="list-style-type: none"> <li>iii. compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>iv. describe magnets as having two poles</li> <li>v. predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul> <p>Working Scientifically (LKS2)</p> <ul style="list-style-type: none"> <li>I. asking relevant questions and using different types of scientific enquiries to answer them</li> <li>II. setting up simple practical enquiries, comparative and fair tests</li> <li>III. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>IV. recording findings using simple scientific language, drawings, labelled diagrams</li> <li>V. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>VI. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>VII. identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul> <p>using straightforward scientific evidence to answer questions or to support their findings</p>
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	<ul style="list-style-type: none"> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• Using and punctuating direct speech.</li> </ul> <p><u>To analyse writing</u></p> <ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> </ul> <p><u>To present writing</u></p> <ul style="list-style-type: none"> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>					
<p><b>Key Texts</b></p> <table border="0"> <tr> <td data-bbox="50 537 457 709"> <p><u>Fiction</u></p> <p><b>M Morpurgo - This Morning I Met a Whale</b>  <b>E Gravett - Little Mouse's Book of Fears</b>  Oram and Kitamura - Angry Arthur</p> </td> <td data-bbox="457 537 831 709"> <p><u>Non-fiction</u></p> <p>M Bramwell - Volcanos and Earthquakes  Weather and Climate  <b>Children's True Stories Natural Disasters</b>  Oxfam resource - Haiti  First News (newspapers - in Y5/6)</p> </td> <td data-bbox="831 537 1064 709"> <p><u>Poetry</u></p> <p>Shape poems, e.g. Milligan  In Case of Fire...  Waves: Up and Down  Climb the Mountain</p> </td> </tr> </table>				<p><u>Fiction</u></p> <p><b>M Morpurgo - This Morning I Met a Whale</b>  <b>E Gravett - Little Mouse's Book of Fears</b>  Oram and Kitamura - Angry Arthur</p>	<p><u>Non-fiction</u></p> <p>M Bramwell - Volcanos and Earthquakes  Weather and Climate  <b>Children's True Stories Natural Disasters</b>  Oxfam resource - Haiti  First News (newspapers - in Y5/6)</p>	<p><u>Poetry</u></p> <p>Shape poems, e.g. Milligan  In Case of Fire...  Waves: Up and Down  Climb the Mountain</p>
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<p>Write stories of adventure, based on characters from texts read in class (across the curriculum)</p> <p>Review letters; write blogs and emails, e.g. First News links with other schools/ locations</p> <p>Write fact files and leaflets, e.g. including scientific terminology - earthquake, tsunami, natural world event</p> <p>Explore different shape poems and calligrams; write poems which convey images in layout and using imaginative language, e.g. simile, alliteration, word play</p> <p>Learn a poem by heart; perform a poem as a group</p>	<p>Use a clock to show how long certain environments have left - eg Doomsday clock for the Rainforest</p> <p>Sequence events using years of major events using Roman numerals</p> <p>Sort, record and organise shoe box donations using Carroll and Venn diagrams</p> <p>Use graphs to show scale of disasters, for example earthquakes on the Richter scale</p> <p>Plot line graphs showing how the area of the rainforest has decreased over different time periods</p> <p>Work out a time plan for how long the shoe box donations would take to reach its destination using language of time and correct units</p>	<p><b>ROCKS</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of rocks and group them in different ways according to their observable features and attributes (exploring, classifying and identifying)</li> <li>• Investigate the properties of different rocks with fair testing e.g. permeability, hardness and an acid test for the presence of calcium carbonate. Use a rock identification key (exploring/fair testing/classifying and identifying)</li> <li>• Go on a rock walk in the local vicinity to identify different rocks for different purposes. Record findings (classifying and identifying)</li> <li>• Learn about how fossils are made and the life and contribution of the great fossil hunter Mary Anning (analysing secondary sources)</li> <li>• Investigate different soils, asking questions and</li> </ul>				

	<p>seeking answers through a variety of scientific enquiries (exploring/ classifying and identifying /fair testing)</p> <ul style="list-style-type: none"> <li>• Assemble a variety of exciting exhibits for the Rock and Fossil Museum (analysing secondary sources)</li> </ul> <p><b>FORCES AND MAGNETS</b></p> <ul style="list-style-type: none"> <li>• Ask questions and then Investigate how toy vehicles run on different surfaces. Begin to explain in terms of forces. (exploring/ classifying and identifying )</li> <li>• Investigate how it is forces that make things move (pushes and pulls) and that magnetic forces can move things at a distance without forces touching (exploring/ classifying and identifying )</li> <li>• Investigate how magnets attract some materials and not others, Comparing and grouping materials (exploring/ predicting/classifying and identifying )</li> <li>• Investigate the polarisation of magnets, making predictions and testing ideas (exploring/ predicting)</li> <li>• Develop a game or activity that uses magnetic forces by trying out a variety of ideas (exploring)</li> <li>• Test your knowledge of magnetic forces. Design a poster to explain the science behind your game or activity stage it in an attractive eye catching way (analysing secondary sources)</li> </ul>
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Relationship to Foundation Subjects		
Art and Design Skills	Design and Technology Skills	Computing
<p><u>To develop ideas</u></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul> <p><u>To take inspiration from the greats (classic and modern)</u></p> <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by</li> </ul>	<p><u>To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Use software to design and represent product designs.</li> </ul> <p><u>To take inspiration from design throughout history</u></p> <ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study (including</li> </ul>	<p><u>To connect</u></p> <ul style="list-style-type: none"> <li>• Contribute to blogs that are moderated by teachers.</li> <li>• Give examples of the risks posed by online communications.</li> <li>• Understand the term 'copyright'.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>• Understand how online services work.</li> </ul> <p><u>To communicate</u></p> <ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order</li> </ul>

<p>notable artists, artisans and designers.</p> <ul style="list-style-type: none"> <li>• Create original pieces that are influenced by studies of others.</li> </ul> <p><u>To master techniques in:</u></p> <p>textiles (Rousseau - Tigers in the Storm)</p> <ul style="list-style-type: none"> <li>• Shape and stitch materials</li> <li>• Use basic cross and back stitch</li> <li>• Colour fabric</li> <li>• Create weavings</li> <li>• Quilt pad and gather</li> </ul> <p>print - animal patterns</p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>	<p>pioneers in horticultural techniques) to generate ideas for designs.</p> <ul style="list-style-type: none"> <li>• Improve upon existing designs, giving reasons for choices.</li> <li>• Disassemble products to understand how they work.</li> </ul> <p><u>To master practical skills</u></p> <p><u>Mechanics (link to science - magnetic forces)</u></p> <ul style="list-style-type: none"> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</li> </ul>	<p>to communicate ideas, work or messages professionally.</p> <p><u>To collect</u></p> <ul style="list-style-type: none"> <li>• Devise and construct databases using applications designed for this purpose in areas across the curriculum.</li> </ul> <p><u>To code</u></p> <ul style="list-style-type: none"> <li>• Use specified screen coordinates to control movement.</li> <li>• Set the appearance of objects and create sequences of changes.</li> <li>• Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> <li>• Control the shade of pens.</li> <li>• Specify conditions to trigger events.</li> <li>• Use IF THEN conditions to control events or objects.</li> <li>• Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</li> <li>• Use variables to store a value.</li> <li>• Use the functions define, set, change, show and hide to control the variables.</li> <li>• Use the Reporter operators</li> </ul> <p>() + ()  () - ()  () * ()  () / ()  to perform calculations.</p>
<b>Art and Design Outcomes</b>	<b>Design and Technology Outcomes</b>	<b>Computing Outcomes</b>
<ul style="list-style-type: none"> <li>• Make a realistic volcano through design</li> <li>• Replicate Rousseau's Tigers in the Storm by using felt / textiles to build up a scene (layering)</li> <li>• Make a printing block animal / ferns / trees (sponge) to create another Rousseau painting</li> <li>• Papier mache over a balloon to create a globe, then position countries to locate disasters</li> </ul>	<p>Make a 3D model of a volcano (Homework)</p> <p>Trip to Bishops Wood - build a shelter (Visit)</p> <p>Use magnets to make a game (Science)</p>	<p><u>We are communicators</u></p> <p>To communicate (data collection - natural disasters)</p> <p>Excel, Sheets</p> <p><u>We are programmers</u></p> <p>To code (create an advert to raise awareness)</p> <p>iMovie, Garage Band (music)</p>

Geography Skills	History Skills	Music Skills	P.E Skills
<p><u>To investigate places</u></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> <li>• Describe key aspects of: <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul> </li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul> <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>	<p><u>To investigate and interpret the past</u></p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times (Summer)</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p><u>To perform</u></p> <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul> <p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<p><b>Spring 1 - Gymnastics</b></p> <p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• Swing and hang from equipment safely (using hands).</li> </ul> <p><b>Spring 2 - Outdoor and Adventurous (y3/4 skills)</b></p> <p>To develop practical skills in order to participate, compete</p>

			<p>and lead a healthy lifestyle</p> <ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul>
<b>Geography Outcomes</b>	<b>History Outcomes</b>	<b>Music Outcomes</b>	<b>P.E Outcomes</b>
<p>Create a globe and incorporate location of tropics, equator, hemispheres etc. Label globe to show natural disaster locations Local history pictures of Oldbury, take current pictures and identify similarities and differences</p>	<p>Local history pictures of Oldbury, take current pictures and identify similarities and differences Report / diary on Pompeii disaster Timeline of disasters</p>	<p>Create a song about a disaster</p>	<p>Interpret a disaster via the medium of dance</p>
<b>RE Skills</b>		<b>MFL Skills</b>	
<p><u>Understand beliefs and teachings</u></p> <ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul> <p><u>To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>		<p><u>To read fluently</u></p> <ul style="list-style-type: none"> <li>• Read and understand the main points in short written texts.</li> <li>• Read short texts independently.</li> <li>• Use a translation dictionary or glossary to look up new words.</li> </ul> <p><u>To write imaginatively</u></p> <ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Express personal experiences and responses.</li> </ul>	

<p><u>To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> <li>Identify religious symbolism in literature and the arts.</li> </ul> <p><u>To reflect</u></p> <ul style="list-style-type: none"> <li>Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>Give some reasons why religious figures may have acted as they did.</li> <li>Ask questions that have no universally agreed answers.</li> </ul> <p><u>To understand values</u></p> <ul style="list-style-type: none"> <li>Explain how beliefs about right and wrong affect people's behaviour.</li> <li>Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<ul style="list-style-type: none"> <li>Write short phrases from memory with spelling that is readily understandable.</li> </ul> <p><u>To speak confidently</u></p> <ul style="list-style-type: none"> <li>Understand the main points from spoken passages.</li> <li>Ask others to repeat words or phrases if necessary.</li> <li>Ask and answer simple questions and talk about interests.</li> <li>Take part in discussions and tasks.</li> <li>Demonstrate a growing vocabulary.</li> </ul> <p><u>To understand the culture of the countries in which the language is spoken</u></p> <ul style="list-style-type: none"> <li>Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>Make comparisons between life in countries or communities where the language is spoken and this country.</li> </ul>
<b>RE Outcomes</b>	<b>MfL Outcomes</b>
<p>Spring</p> <p><b>People of God</b> -Evaluation of the story of Noah, class and table contracts, wedding performance</p> <p><b>Salvation</b>- Poetry reflecting Good Friday and Easter Sunday</p> <p><b>Islam</b> - Being fair -Narrative/Drama of The Black Stone</p> <p><b>Judaism</b> - Passover plates of food, report about Passover</p>	<p>Read the Wreck of the Zanzibar extract - key words</p> <p>Write sentences for a report about Pompeii and Tsunami - familiar weather</p>