

REAL PROJECTS



R
rigorous

E
engaging

A
authentic

L
learning



Children to raise enough money to fund a child's education or affect their education in some way.



What is Education really worth?

Term: Spring 2017/18

Class: Phase 2 Violet/Magenta/Amber

Classroom Immersion:

Children to pre-plan the classroom before project launch

Children to design and make the interior of their classrooms. Paint large map of africa on wall - flags on wall - children to paint

Experts:

Drumming group

<https://www.developafrica.org/contact-information-general>

<http://www.build-africa.org/>

<https://africaeducationaltrust.org/>

<https://www.worldvision.org.uk/?>

https://www.worldvision.org.uk/?gelid=CjwKCAiAxarQBRamEiwA6YcGK0lyXp8LFkRhHeNQdskU696lisPL4bQocT0zsmTWCjAANdeldNQLJhoCoySQAyD_BwE

<https://www.actionaid.org.uk/school-resources/search/s/country/0-3018?>

https://www.actionaid.org.uk/school-resources/search/s/country/0-3018?gelid=CjwKCAiAxarQBRamEiwA6YcGKM1UYRsEs59kl7ga4_phHpOHCP3WeNpbfsTGB0GrqrZ60-ZWS7vQqBoCy5MQAvD_BwE&gclid=aw.ds

<https://www.school-aid.org/>

Literacy:

http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/2003/life_for_african_kids/newsid_2686000/2686903.stm

Geography input on Africa - climate, map work, difference between country and continent
Launch with documentaries - real footage
Research project to collect information for text.
Sub-headings: education, poverty, gender divide, disease, history for Africa and England in terms of free education

Maths:

Multiplication and division focus

Individuals to plan matching their group needs.

Science:

Life processes - nutrition, diet, digestive system, skeleton, bones, disease - link to Africa and then need for children to have the right diet to grow and also get the most from education.

<http://www.papapaalive.org/>

TEXT:

Rain School
One Hen, Beatrice's Goat

Outdoor learning:

Care of the chickens.

Use the fire pit area to cook a meal, make a fire, hunting

Mini Outcome:

Information text - to compare education in this country and another.

What is the impact of education?

Why is it important?



Humanities:

Geographical location - terms continent, country, climate

Africa - why is special?

UK - Why is it special?

Comparison...

Split into clear research titles - children to look and compare across the two countries to see the differences

Creative:

RE/Virtues/PSHE

Kindness, Perseverance

Education - why is it important?

Why should we value it?

Health and Wellbeing - bacteria and viruses

Computing:

Technology in the real world.

Sending an email

Using research tools safely

Gaining more information from the charities, support groups and even a school in Africa.

PE:

Rounders/tennis - team games

Literacy:
Which charity?

Putting together a business plan
Inviting - marketing people, business owners
Writing a persuasive letter to send out to
businesses, sponsors, Gvt, MP
What is the cost of education?
For you and others?
Why do people who don't have it - want it?

Maths:

Multiplication and division

Fractions and Decimals

Science:

Life processes - nutrition, diet, digestive system,
skeleton, bones, disease - link to Africa and then
need for children to have the right diet to grow
and also get the most from education.

<http://www.papapaalive.org/>

TEXT: <https://www.bbc.co.uk/cbeebies/shows/tinga-tinga-tales> - watch and discuss african tales

Outdoor learning:
Carrying water over a distance -
walking for two miles to get to school
Learning outside

Mini Outcome

Write a letter to downing street, local
MP's - email charities for further
information.

Holding the fundraiser/business plan/
Dragons den



Creative:

Music - African drumming
Get drumming group - into school
- linked to community culture

RE/Virtues/PSHE

Honesty, Justice

Using our virtues to support people.

PSHE: people skills, helping and supporting others -
fighting a cause

Investigating moral and social issues
Should we have to support children in Africa?

Computing:

Purposeful application
Create and implement programmes to accomplish
given goals.
Use technology to present data and digital content.

Children to create their business plan - use excel to
predict profit. Record takings and fund raising goals.

PE:

Rounders/tennis - team games

Literacy:

Create a set of instructions/information how they are going to raise the money.
Designing and making promotional material - link to art work.
Writing article for the paper to promote events and also explain what we are doing as a school.

TEXT: A long walk to water - Linda Sue Park

Outdoor learning:

Cooking outside - how to light fire and cook a meal

Creative:

Looking at African art, colour, design and making this part of the promotional posters. Artists and techniques
Colour strips - colour wheels
Focus on an african artist



RE/Virtues/PSHE

Generosity, Excellence

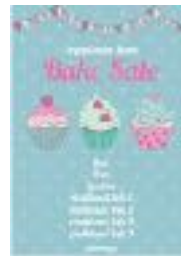
Importance of saving - topical issues - linked to raising money etc

Maths:

Fractions and decimals

Work out profits and costings for their fundraising event.

Mini Outcome
Promotional material/instructions on how they made their product



Science:

Plants

What would people need to look after vegetation? To feed themselves - take care of crops and create a lasting food source.

Humanities:

Computing:

Using technology to promote their products and fund raising. Putting information on the website.
Emailing information to the newspapers - radio etc

PE:

Outdoor adventurous activity
Using a map to find certain areas linked to our study on Africa.
Planning a map to carry water as a fund raiser

Yr 3 Reading:

I can apply my knowledge of root words, prefixes and suffixes bot to read aloud and understand the meaning of new words I meet.

I can read common tricky words, noting the unusual correspondence between spelling and sound.

I can test out different pronunciations in longer words.

Teaching should be aimed more at developing vocabulary and breadth of reading.

Comprehension:

I am familiar with a wide range of books and enjoy discussing the ideas and themes they contain.

I can read books that are structured in different ways.

I can use dictionaries to check the meaning of words.

I can discuss words and phrases that capture a readers interest and imagination.

I can recognise different forms of poetry and perform poetry and plays out loud.

I can skim and scan a text to find information.

I can discuss understanding and explain meaning of words in context.

I can ask questions to improve understanding of a text.

I can draw inferences from characters feelings, thoughts and motives for their actions.

I can predict what may happen from details and clues.

I can identify main ideas drawn from text and summarise these.

I know how to locate key information in non-fiction texts

Yr 4 Reading:

I can apply knowledge of root words, prefixes and suffixes to understand the meaning of new words I meet.

I can read common tricky words, noting the unusual correspondence between spelling and sound.

I can work out any unfamiliar words.

Comprehension:

I can independently justify views about what has been read.

I can identify themes in a wide range of texts.

I can identify genres in a wide range of books. Identifying language structures and features.

I can discuss words and phrases that capture a readers interest and imagination.

I can talk about the authors purpose.

Discuss understanding and explain meaning of words in context.

I can generate and ask questions to improve understanding of a text.

I can draw inferences from characters feelings, thoughts and motives for their actions. I can justify this with evidence.

I can predict what may happen from details and clues.

I can identify how language, structure and presentation contribute to meaning.

I can retrieve and record information from non-fiction texts.

I can make comparisons between texts.

I know the difference between facts and opinion.

Composition:

I can look at genre examples to identify structure, vocabulary and grammar to help me plan my own writing.

I can discuss and record ideas using the drafting process.

I can compose sentences building a varied and rich vocabulary and range of sentence structures.

I can organise paragraphs around a theme.

I can develop setting, character and plot in narrative.

I can use organisational devices in non-fiction, e.g. captions

I can critique and assess my own and others writing and suggest improvements.

I can check spelling and punctuation.

I can use literary devices such as, alliteration, simile and metaphor.

I can adapt form and style for purpose.

I can read my own writing aloud to a group or whole class

Composition:

I can look at genre examples to identify structure, vocabulary and grammar to help me plan my own writing.

I can discuss and record ideas using the drafting process.

I can compose sentences orally building a varied and rich vocabulary and range of sentence structures.

I can use paragraphs in my writing and group ideas around a theme throughout a piece of writing.

I can choose nouns and pronouns to use within and across sentences to avoid repetition.

I can develop setting, character and plot in narrative and improve through multiple drafts.

I can critique and assess my own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation.

I can expand noun phrases by modifying adjectives, nouns and prepositions.

I can use consistent tense.

I can use a range of writing styles confidently and independently.

I can read my own writing aloud to a group or whole class confidently and with meaning.

Spelling:

I can learn the spelling rule of adding suffixes beginning with vowel sounds to words of more than one syllable; forgetting, forgotten

I can spell words where the 'I' sound is spelt with a 'y': gym, myth

I can spell words where the sound 'u' is spelt 'ou': young, double

I can add prefixes: -dis, -mis and -re to the beginning of root words

I can add the suffix -ly to an adjective to form an adverb

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

I can spell words correctly with ending -sure and -ture

I can spell words where 'ch' sounds like 'k': scheme, chorus

I can spell words where 'ch' sounds like 'sh'

I can spell words where 'a' sound is spelt -ei, -eigh, or -ey

I can spell further homophones (see appendices for expected list)

I can use a dictionary to check the spelling of a word

I can spell the year 3 common exception words

Punctuation:

I can use capital letters, full stops, ? and ! consistently.

I can explain where capital letters, full stops ? and ! are needed and why.

I can use commas after simple fronted adverbials i.e. next, first, later

I consistently use apostrophes for omission and singular possession.

I am beginning to punctuate direct speech with inverted commas accurately and consistently.

I am beginning to use bullet points for a list.

Spelling:

I can use the prefixes -in, -il, -im, -ir, -sub, -inter, -super, -anti, -auto

I can spell further homophones (see appendix)

I can add the suffix -ation to verbs to form nouns.

I can use the apostrophe for possession accurately in regular and irregular plurals [for example: regular - girls', boys' irregular - children's.

I can use the first two or three letters of a word to check it's spelling in a dictionary.

I can spell words that sound like 'chun' with -sion at the end

I can apply the spelling rule when using the suffix -ous

I can apply the spelling rule when using the suffixes: -tion, -sion, -ssion, -cian

I can spell words where the 's' sound is spelt 'sc'

I can spell the year 4 common exception words

Punctuation:

I can use capital letters, full stops, ? and ! consistently.

I can identify and explain where punctuation is used correctly and incorrectly, e.g. , ? ! and " ".

I can use commas after fronted adverbial phrases consistently

I use apostrophes to indicate singular and plural possession and for contractions.

I use inverted commas and other punctuation within direct speech.

I can use bullet points for a list.

I am beginning to use a colon to introduce a list

I am beginning to use ellipses to build tension.

I am able to recognise and use layout devices eg headings and subheadings

Grammar:

- I can recognise a noun, verb, adjective, adverb is and how they relate to each other and use accurately.
- I can I recognise pronouns and use them to replace nouns in and across sentences
- I am beginning to recognise prepositions to describe place ie on, under, behind
- I can use the forms a or an depending on whether the next word begins with a vowel or consonant.
- I can adapt nouns from singular to plural and plural to singular.
- I can recognise and use different sentence structures – simple, compound, complex
- I am beginning to use fronted adverbials.
- I can explain time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)
- I can form nouns using a range of prefixes [for example super-, anti-, auto-]
- I can identify word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble]
- I can understand the present perfect form of verbs as opposed to the simple past (e.g. He has gone out to play contrasted with He went out to play]
- I use headings and sub-headings to aid presentation
- I use paragraphs to group related material

Maths Y1 Place value:

- I can count from 0 in multiples of 4,8,50 and 100.
- I can find 10, 100 or 1,000 more or less than a given number.
- I can recognise the place value of 3 digit numbers.
- I can order and compare numbers up to 1000.
- I can identify, represent and estimate numbers using different representations.

Addition and subtraction:

- I can add and subtract numbers mentally including 3 digit numbers ie 1s to a 3 digit number and 10s to a 3 digit number and 100s
- I can add up to 3 digit numbers using written methods.
- I can subtract up to 3 digit numbers using written methods.
- I can use column method for addition and subtraction.
- I can estimate answers and use inverse operations confidently.
- I can solve a range of calculations, choosing the correct operation, in a variety of contexts.
- I can solve missing number problems involving addition and subtraction.

Grammar:

- I can recognise what a noun, verb, adjective, adverb, pronoun & preposition is. and their function within a sentence.
- I can choose between using a pronoun or noun within and across sentences to aid and avoid repetition
- I can recognise prepositions to describe place, direction and time
- I can use noun phrases using adjectives and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- I can recognise common homophones and be able to give examples.
- I know the grammatical difference between plural and possessive s
- I consistently use different sentence structures – simple, compound, complex and vary these in writing.
- I am begin to recognise and use relative clauses, e.g. The blue car, that was parked outside the shop, was for sale.
- I am beginning to recognise the difference between a phrase and a clause.
- I can identify words in a question that make it a question, e.g. You are going to the park now, aren't you?
- I can use conjunctions, adverbs and prepositions to extend sentences by expressing time and cause (e.g. when, if, because, although.)
- I can use fronted adverbials consistently (e.g. Later that day, I heard the bad news.)
- I can recognise Standard English forms for verb inflections instead of local spoken forms (eg, we were instead of we was, or I did instead of I done).
- I can use of paragraphs to organise ideas around a theme

Maths Y1 Place value:

- I can count in multiples of 6, 7, 9, 25, 1,000
- I can find 1000 more or less than a given number.
- I can read, write an order numbers beyond 1000 and know the value of each digit.
- I can count backwards through 0 to include negative numbers..
- I can round any number up to the nearest 10, 100 or 1,000 including some decimals.
- Read roman numerals to 100 and recognise years written in roman numerals

Addition and subtraction:

- I can add and subtract numbers with up to 4 digits using written methods, such as the column method.
- Add and subtract large increasingly large numbers mentally.
- I can solve longer addition and subtraction problems and explain all the steps I took and how i worked them out.
- I can estimate and check my answers using inverse operations.
- I know all my times tables to 12 x 12

Multiplication and division:

I can recall multiplication facts for the 3 x table.
I can recall multiplication facts for the 4 x table.
I can recall multiplication facts for the 8 x table.
Use place value to multiply and divide mentally by 10.
I can multiply 2 and 3 digit numbers using written methods.
I can divide 2 and 3 digit numbers using written methods.
I can solve problems, including missing numbers, involving multiplication and division.

Fractions and decimals:

I can recognise and show equivalent fractions.
I can recognise, find and write fractions of a discrete set of objects, unit fractions and non-unit fractions with small denominators.
I can count up and down in tenths.
I can add and subtract fractions with the same denominator.
I can compare and order unit fractions with the same denominator.
I can solve simple measures i.e. money problems involving up to two decimal places.
I know how to find fractions of a number or shape such as $\frac{3}{5}$ $\frac{1}{4}$ or $\frac{4}{6}$

Measurement:

I can use vocabulary such as o'clock, am/pm, morning, afternoon, midday and midnight.
I can tell and write the time from an analogue clock. I can use Roman numerals from I to XII and 12 and 24hr clocks.
I can read time to the nearest minute.
I can add and subtract different units of measurement, length, weight and capacity.
I can measure the perimeter and calculate the area of squares and rectangles by counting and calculating.
I can estimate, compare and calculate different measures including pounds and pence.
I can add and subtract amounts of money to give change using £ and p in practical contexts.

Geometry:

I can compare and classify 2D and 3D shapes.
I know an angle is used to measure how far something turns.
I can tell whether angles are greater or less than a right angle.
I know about simple lines of symmetry and create own shapes to show this.
I can describe positions on a grid in the first quadrant.
Plot points to draw given shapes including polygons.

Statistics:

I can present data in a clear and concise way.
I know how to construct bar charts and time graphs.
I can solve problems by taking information from bar charts, pictograms, tables and other graphs.

Multiplication and division:

I can multiply 3 numbers together such as $3 \times 6 \times 9$
I can recall multiplication facts for the 7 x table.
I can recall multiplication facts for the 9 times table
I can identify multiples and common factors of numbers.
I can recognise factor pairs.
I know prime numbers and composite numbers and recall them to 19.
I can multiply two digit and three digit numbers by a one digit number using written methods.
I can solve problems, including missing numbers, involving multiplication and division.

Fractions and decimals:

I can compare and order fractions confidently.
Identify and find equivalent fractions and represent these visually.
I can work out fractions of numbers such as $\frac{4}{5}$ of 25 or $\frac{7}{10}$ of 700.
I can add and subtract fractions with the same denominator.
I can recognise and write decimal equivalents to fractions. E.g. $\frac{1}{2}$ is 0.5
I can read and write decimal numbers as fractions.
I can round decimals with one decimal place to the nearest whole number.
Read, write and order numbers with up to two decimal places.
I can write simple percentages as decimals and fractions. ie $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
I can solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities.

Measurement:

I can convert between different measurement eg km to m, hr to min.
I can read, write and convert time between analogue and digital (12 and 24hr)
I can measure and calculate the perimeter of simple shapes in centimetres and metres.
I can calculate and compare the area of rectangles.
I can estimate volume and capacity (e.g by using 1cm blocks to estimate)
I can solve problems involving converting units of time.
I can solve a range of problems involving measure including mass, length volume and money.

Geometry:

I can identify 3D shapes including cubes and cuboids from 2D representations.
I can identify acute and obtuse angles and compare and order angles by size.
I can draw given angle accurately
I know angles on a point, whole turn and right angles.
I can find the co-ordinates and join up the points to create a shape.
I can move (translate) a point on a grid by moving it either up/down or left/right

Statistics:

I can complete read and interpret information in a range of tables, including timetables.
I can show comparisons and continuous data presented in a line graph.

Science

Yr3 Working scientifically:
Set up comparative and fair tests using a range of equipment including data loggers.
Begin to make accurate measurements using standard units.
Record findings using simple scientific language, drawings, labeled diagrams, bar charts and tables.
Report findings from investigations including written explanations of results and conclusions, displays or presentations.
Use results to draw simple conclusions and suggest improvements and predictions for setting up further tests.

Plants:
Identify/describe the functions of different parts of plants.
Identify requirements of plants for life and growth and how they vary from plant to plant.
Describe the way in which nutrients are water and oxygen are transported within plants.

Life processes:
Explain that animals/humans need the right types/amounts of nutrition.
Describe the ways in which nutrients, water and oxygen are transported within animals/humans.
Identify humans and some animals have skeletons and muscles for support and movement.

Materials:
Explore differences between materials.
Compare group together materials based on findings.
ROCKS
Compare/group rocks on their physical properties.
Relate simple physical properties of some rocks to their formation (igneous/sedimentary)
Describe how fossils are formed.

Light and Sound:
Identify/name a variety of sounds and how the sounds are made.
Compare a variety of sources of sound.
Explain that sound travels and it gets fainter the further away it goes.
Develop understanding of patterns of pitch and volume and explore varying sound systematically.
Explain how sounds are heard (vibrations travel through various materials solids, liquids, gases to the ear).

Forces:
Explore push/pull is exerted by something and acts on something else.
Explain how some forces are made by contact and others by distance.
Explain the force of gravity.

Electricity andMagnets
Describe use of magnets in familiar objects.
Investigate magnetic materials and that magnets can work through materials.
Make a magnet.

Yr4 Working scientifically:
Set up comparative and fair tests using a range of equipment including data loggers.
Begin to make accurate measurements using standard units
Record findings using simple scientific language, drawings, labeled diagrams, bar charts and tables.
Report findings from investigations including written explanations of results and conclusions, displays or presentations.
Use results to draw simple conclusions and suggest improvements and predictions for setting up further tests.

Life processes:
Classification
Use classification keys to name a variety of living things.
Give reasons for classifying plants/animals based on specific characteristics and how they're suited to their environment.
Animals inc Humans
Identify / name basic parts of the digestive system in humans.
Identify different types of teeth and simple functions of teeth.
Evolution and inheritance
Describe how plants/animals (including Humans) resemble their parents in many features.
Explain how human skeleton has changed over time including advantages/disadvantages of being on 2 feet not 4.

Habitats:
Identify/name a variety of living things that can be grouped as producers, consumers, predator, prey, herbivores, carnivores and omnivores.
Explain using food chains/food webs, how feeding relationships occur in a variety of habitats.

Materials:
Compare materials into solids, liquids and gases.
Explain some materials change state when heated/cooled and measure temp in degrees Celsius.
Compare/give reasons, based on measurements, for changes to the state of water using correct scientific vocabulary.
Identify evaporation and condensation in the water cycle.

Light and sound:
Light
Explain how shadows are made when a light source is blocked by something that is not transparent.
Investigate the size of shadows

Space:
Explain that the sun is the centre of our solar system.
Explain the shape of the sun, earth and moon
Discuss/explain the terms stars, galaxy, Milky way and universe.
Explain the other planets and constellations.
Explain the Earths movement around the sun and the moons movement around the earth.

Electricity and magnetism:
Describe the use of electricity to power common appliances.
Construct a simple electric circuit.
Use comparative tests to explain conductors
Explain closed/open circuits.

Art:
Materials

Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.
Different pencils for different purpose and effects.
Combine materials and give reasons for choices.

Expression and Imagination:
Respond to the work of others and say how it makes them feel or think and give reasons as to why.

Techniques:
Manipulating clay using fingers and tools.
Decoration techniques such as embossing, engraving and imprinting.
Variety of stitching techniques (running, stabbing)
Draw outlines with reference to size and shape.

Artists:
Begin to research great artists and designers through time.
Begin to include elements of other artists work in their own.
Be able to appraise the work of other artists and designers and say how their work links to their own.

DT:

Use research to develop the design of functional and appealing products.
Record plan by drawing labeled sketches or writing and discuss this while working.
Think ahead about the order of their work and plan tools and materials needed. E.g. Weighing scales, glue gun, ruler.
Consider working characteristics of materials.
Investigate and analyse a range of existing products.
Identify strengths and areas to improve in their own design.
Identify what does and does not work in the product.
Create shell or frame structures and make structures more stable.
Join and combine materials with temporary, fixed or moving joining.
Incorporate a circuit with a bulb or buzzer into a model.
Use research and develop design criteria to design functional and appealing products that are fit for purpose.
Consider different ways in which they can creatively record their planning to engage an audience.
Use tools and equipment, including those needed to weigh and measure ingredients, with accuracy.
Join and combine a range of materials, some with temporary, fixed or moving joints.
Use investigations of existing products to inform planning of their own product.
Check their work as it develops and modify approach in light of progress.
Discuss how well their product meets the design criteria and the needs of the user.
Prototype shell or frame structures.
Strengthen frames with diagonal struts. use lolly sticks/card to make levers and linkages

Art:
Materials

Begin to experiment with different tools for line drawing.
Create and make designs with applique onto fabric.
Decorate fabric using different materials to finish.
Introduce tints and stains to paint work.
Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.

Expression and Imagination:
Talk about their intention and how they wanted their audience to feel or think.

Techniques:
Mixing tertiary colours (browns, neutrals, flesh.)
Build up painting techniques (resist work, layering, and scraping.)
Use pencils to create tone and shade and intricate marks when drawing.
Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.

Artists:
Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.
Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.
Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.

Computing:

Technology in the real world:
Use different font sizes, colours and images purposefully.
Choose recipient, forward and add attachments to an email. Save an email to draft and retrieve it before sending.
Open received emails and save attachments to appropriate place.

Programming
To plan simple sequences with algorithms.
Use logical reasoning to predict errors.

Purposeful application
Create and implement programmes to accomplish given goals.
Use technology to present data and digital content.

E-Safety
Recognise unacceptable behaviour online.
Identify a range of ways to deal with inappropriate content.
Continue to use technology safely and respectfully.

Computing:

Technology in the real world:
Know how to use digital tools responsibly to communicate
Use search technologies effectively and safely.

Programming
Use logical reasoning to predict errors.
Design a simple programme with a specific focus using algorithms to write the sequence.
Use sequence selection and repetition in programmes.
Detect and correct errors in algorithms and programmes.

Purposeful application
Create and implement a range of programmes to accomplish given goals.
Use technology to collect and present data and digital content.

E-Safety
Use technology safely, respectfully and responsibly.
Know what it means to be a responsible digital citizen.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Christianity TOPIC: The Old Testament: God and Human Nature (1) THEME: sin/fallen/disobedience	Christianity TOPIC: The Old Testament: God and Human Nature (2) THEME: sinfulness/disobedience	Christianity TOPIC: The New Testament: The Teachings of Jesus THEME: love/the kingdom of heaven	Christianity TOPIC: The New Testament: The Teachings of Jesus THEME: love/ethics	Hinduism TOPIC: What does it mean to be a Hindu? THEME: Indian culture	Hinduism TOPIC: The Hindu Year THEME: Indian culture
CC	Are the Biblical creation stories true?	Should we follow Biblical rules?	Does God treat people fairly in the parables of Jesus?	Should we love our neighbours?	What reasons and/or evidence supports belief in reincarnation?	Can religious rituals (such as Arjya Homas) make the world a better place?
AA	How do Christians today explain human suffering?	How do Christians interpret teachings from the book of Proverbs today?	How do Christians today understand Jesus' parables?	Which of the Fruits of the Spirit do Christians today find the hardest to demonstrate?	What does the family mean to Hindus today?	Which stories of dadas do Hindus like to remember today and why?
MM	Can we see God's creation, promises and our selfishness in the world?	Can we imagine what it is like to be afraid of all man-made gods?	Can we put Jesus of Nazareth aside and celebrate God's oneness to all who hear him?	Can I use Jesus as my role model and do a charitable act?	Can experience of Indian music, dance and drama help us to understand why Indian culture might be cherished by Hindus living in Britain today?	How does performing rituals of Raksha Bandhan help us understand the value that Hindu's place on brother and sister-like relationships?
SS	How do people interpret the story of Noah's ark differently?	How does the story Moses and the Ten Commandments fit with the Bible's Big Story?	How do your stories from your own life impact on your understanding of these parables?	How do you make sense of Jesus' teachings in the Sermon on the Mount?	What do Hindu stories communicate about God?	Which stories do Hindus celebrate at New Year and why?

PSHE: Health and Wellbeing

Identify what makes a healthy lifestyle and explain how to care for the body.

Understand how bacteria and viruses affect the body.

Begin to discuss changes which happen to the body.

Understand how bacteria and viruses affect the body and how they can be prevented.

Relationships

Identify how their behavior impacts on others.

Understand the different types of relationships.

Understand different types of bullying and where to access support.

Identify that behaviour choices have consequences.

Understand how to maintain a positive relationship.

Understand the nature and consequences of bullying and racism.

Wider World

Show an understanding of values.

Discuss moral and social issues.

Discuss/ debate topical issues affecting themselves and others. Understand the importance of saving

Investigate topical issues and explore media sources. Ask and respond to questions and questions from others.

Understand roles within society and meet people to discuss these roles. Understand why it is important to care for the environment — E-SAFETY and DRUGS and ALCOHOL

Drugs and Alcohol:

Begin to identify legal substances that affect the body e.g. smoking/ alcohol. Identify safety risks and understand stranger danger.

Understand legal substances and how they affect the body. Understand peer pressure and know where to access help.

Music:

Singing and Performing

Perform in a group using voices and instruments with expression.

Sing in a round.

Perform in a group and alone using voices and instruments.

Sing in a round and in canon.

Composing

Interpret notation of rhythm (not on a stave.)

Improvise and compose music for a range of purposes controlling musical qualities.

Listening and Appraising

Able to describe and compare moods in different pieces of music.

Use critique to improve work.

Begin to appreciate and understand different works and composers.

Listen to live music and evaluate impact.

Humanities:

Geography:

Locational Knowledge

Locate on a map - Human and physical characteristics of the UK.

Locate on a map - Human and physical characteristics of Europe.

Place Knowledge

Study geographical similarities and differences between regions in the UK.

Study geographical similarities and differences between countries in Europe.

Human and Physical Geography

Know different types of settlement.

Know where food comes from (trade routes)

Study rivers, mountains, volcanoes and natural disasters.

Geographical Skills and Fieldwork

Continue to use globes, maps and atlases to apply knowledge.

Use aerial photographs, ordinance survey maps and satellite maps to support study.

LKS2;

Britain stone age to iron age/ Celts e.g.

Early hunter-gatherer's, early farmers,

bronze age, iron age,

The Roman Empire and its impact on Britain

e.g. Influence on Lincoln could be a focus,

culture and beliefs, roman inventions,

Boudica, Julius Caesar etc.

Local history study e.g. Ireland, Scotland,

Famous invasions or a significant sites in

British history.

Ancient Greece e.g. a study of

achievements and their influence on the

western world.

Humanities:

History:

Chronological events

Order events over a larger timescale.

Beginning to think about the impact of historical events/ people.

Use of sources

Distinguishing between fact and opinions and given reasons.

Understanding the difference between primary and secondary sources.

Historical Enquiry

Children pose own questions to gain an understanding of the topic.

Generate purposeful questions.

Analyse and evaluate the impact of significant people/events in history

Question why something happened and how it impacted people.

Question why something happened and how it impacted people long term.

Vocabulary

Language specific to topic (e.g. mummified)

Language specific to topic (e.g. mummified)

UPKS2:

Study an aspect/theme in British history that extends

pupils chronological knowledge beyond 1066. E.g. Case

studies on changing monarchs, Changes in social history

i.e. crime and punishment, turning points in British

history- the first railways, the battle of Britain, the

great wars.

Earliest civilizations - e.g. Inca's, Aztecs.

Non-European society to provide contrasts e.g. Mayan Civilization, African civilizations.

PE Y3

Gymnastics/ Athletics

Control a balance.

Combine techniques for a fluid sequence.

Show control and accuracy within throwing and jumping movements.

Team games

Develop fielding and possession skills.

Begin to apply tactics and rules in a game

Dance and movement

Refine movements to create a basic dance sequence to match a purpose.

Movements begin to show fluidity.

Outdoor Adventurous activities

Works collaboratively to move from one place to another using a map. Can identify risks.

PE Y4

Gymnastics/ Athletics

Use a range of throwing, jumping and running speeds with control, accuracy and coordination.

Demonstrate strength and flexibility in movements.

Team games

Apply and explain rules and tactics of a variety of games.

Keep and control the possession of a ball.

Field with control.

Dance and movement

Refine movements to create a more complex sequence to match a purpose.

Movements are clear and fluent.

Outdoor Adventurous activities

Works collaboratively using a map to solve problems with confidence. Identify risks and advise others.

Resources:

Children will need a business plan - this will list

FINAL OUTCOME

Costs:

Children to cost they own event and provide detailed information in terms of a business plan.

What: Fundraising to raise money to support children in Africa going to school

Where:
Children will plan and organise events

When:

Adults and responsibilities:

Each event will have to be carefully organised to use adult support/parent help.

Work to be displayed:

Children to show their business plans, letters/ emails they have sent and information texts give public more information about their charity etc.

Children input:

Children will be designing their event, working out costings, venue, audience and invitations.

Virtues timetable

Week 1 4/9	Unity	Week 23 26/2	Generosity
Week 2 11/9	Unity	Week 24 5/3	Excellence
Week 3 18/9	Friendliness	Week 25 12/3 Week 26 19/3	Self-discipline Forgiveness
Week 4 25/9	Cooperation		
Week 5 2/10	Helpfulness	Week 27 26/3	Creativity
Week 6 9/10	Respect	Week 28 16/4	Love
Week 7 16/10	Courage	Week 29 23/4	Optimism
Week 8 30/10	Patience	Week 30 30/4	Courtesy
Week 9 6/11	Self - confidence	Week 31 7/5	Understanding
Week 10 13/11	Enthusiasm	Week 32 14/5	Compassion
Week 11 20/11	Caring	Week 33 21/5	Joyfulness
Week 12 27/11	Thankfulness	Week 34 4/6	Loyalty
Week 13 4/12	Trust	Week 35 11/6	Tolerance
Week 14 11/12	Peacefulness	Week 36 18/6	EYFS choice
Week 15 18/12	Peacefulness		
Week 16 1/1	Kindness	Week 37 25/6	Phase 1 choice
Week 17 8/1 Week 18 15/1	Kindness Perseverance		
Week 19 22/1 Week 20 29/1	Honesty Justice	Week 38 2/7 Week 39 9/7	Phase 2 choice
		Week 40 16/7	Phase 3 choice
Week 21 5/2 Week 22 19/2	Flexibility Determination	Week 41 24/7	

