






## Elms Curriculum Coverage for St Paul's Curriculum 2021-2022

Key – Big Question, Christian and British Values in Action, Enrichment and Entitlement Main focus Key skills



Term	English	Maths	Science	History & Geography Main focus	RE & PSHE	PE	Art, DT & Music
<b>Autumn Term 1</b>  <p style="text-align: center;"><i>How did people live in the Stone Age?</i></p>  Christian Value Perseverance   British Value Mutual Respect  <a href="#">Rights Respecting Schools</a>  World Religion Day January 16 <sup>th</sup> 2022 Articles 2, 14 and 30  Holocaust Memorial Day 27 <sup>th</sup> January 2022 Articles 2, 19, 37 and 39  LGTB+ History Month February 2022 Articles 2 and 13	<b>Main Text -</b> The Stone Age Boy – Satoshi Kitamura  Would we want to be an archaeologist?  <b>Guided Reading</b> – Stig of the Dump  <b>Class Novel -</b> Continue with Stig of the Dump  <b>Writing Outcome</b> Write a story climax  Discussion texts – Would you prefer to live in the stone age or the present day?	<b>Maths</b> Maths mastery   <b>Computing</b> E-Safety 1 week  <b>Unit 3.1</b> Coding 6 weeks <b>Programs- 2Code</b>	<b>Science</b> <b>Unit- Rocks</b> Add big question/s  <u>Knowledge &amp; Conceptual understanding</u> <ul 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> </ul> <u>Working Scientifically</u> <ul style="list-style-type: none"> <li>•<b>Observing</b> rocks, including those used in buildings and gravestones.</li> <li>•<b>Exploring</b> how and why they might have changed over time.</li> <li>•<b>Using (equipment)</b> a hand lens or microscope to help them.</li> <li>•<b>Identify and classify</b> rocks according to whether they have grains or crystals, and whether they have fossils in them.</li> <li>•<b>Research</b> and discuss the different kinds of living things whose fossils are found in sedimentary rock.</li> <li>•<b>Explore</b> how fossils are formed.</li> <li>•<b>Explore</b> different soils and ...</li> </ul>	<b>History</b> (to continue in Autumn 2) Stone Age  How did the first people live? How did people of these different eras live – from Stone Age man to Bronze Age? What did they eat? Why did their lives change? What did they learn through these ages?  Cave drawings Freshwater Theatre- Stone Age workshop  Research in order to find similarities and differences between two or more periods in history. Explain some of the times when Britain has been invaded.  ADD IN KEY SKILLS  <b>Geography</b> Stonehenge – Use the correct geographical words to describe a place. Use grid references on a map. Use an atlas by using the index to find places – well known caves in the UK – what is significant about their surrounding area? ADD IN KEY SKILLS	<b>RE</b> <b>Islam</b> Why is the Prophet Muhammad an example for Muslims?  <b>PSHE</b> Right of the Child- Rights respecting school: What rights do children have?  -Understand that classroom rules help everyone to learn and be safe; -Explain their classroom rules and be able to contribute to making these -Devise Class Charter -Introduce RRS	<b>PE</b> <b>Indoor:</b> Athletic activities (Cycle A)  <b>Outdoor:</b> Invasion games	<b>Art</b> Cave paintings ADD IN KEY SKILLS Artist:????  European artists <b>Suggested Artists:</b> Anselm Kiefer, Michelangelo, Le Corbusier, Rembrandt, Salvador Dali.  ADD IN KEY SKILLS  <b>DT- Food</b> Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose).  Talk from a Healthy Eating Expert (nurse to come in if possible) Plan and make a meal that is healthy and looks, tastes and smells delicious! ADD IN KEY SKILLS  <b>Music</b> Unit: Let your spirit fly.

			<ul style="list-style-type: none"> <li>•Identify similarities and differences between them and describe the composition of soil.</li> <li>•Investigate what happens when rocks are rubbed together (classify according to hardness) or what changes occur when they are in water.</li> <li>•Raise and answer questions about the way soils are formed.</li> </ul> <p>Would we want to aspire to be a geologist?</p> <p>Pioneering scientists: Mary Anning</p> <p>What did Mary Anning achieve?</p>				
<p><b>Autumn Term 2</b></p> <p><i>Who are our European neighbours?</i></p>  <p>Christian Value Compassion</p>  <p>British value Rule of Law</p> <p><u>Rights Respecting School</u></p> <p>World Book Day 3<sup>rd</sup> March 2022 Articles 17, 29 and 31</p> <p>International Women's Day March 8<sup>th</sup> 2022 Articles 2 and 8</p>	<p>Main text-</p> <p><b>Fiction- Adventure Story- The Journey (3 weeks)</b></p> <p><b>Writing Outcome</b> To write a story about their Journey</p> <p><b>Non-fiction- Non-Chronological Reports – The Stone Age (2 weeks)</b></p> <p><b>Writing Outcome</b> To write a non-chronological report about the stone age</p> <p><b>Poetry with a structure (calligrams, shape poetry) around the theme of winter (2 weeks)</b></p>	<p><b>Maths</b> <b>Maths mastery</b></p> <p><b>Computing</b> <b>Unit 3.2</b> Online safety 3 weeks <b>Programs-</b> 2Connect (mind map) 2Blog (blogging) Writing templates Display boards</p> <p><b>Unit 3.3</b> Spreadsheets 3 weeks <b>Programs-</b> 2Calculate</p>	<p><b>Science</b> <b>Unit: Plants</b></p> <p><i>Why are plants green? Why are there different sorts of plants and flowers? What is the function of the different parts of a plant? Why are plants important for our world?</i></p> <p>ADD IN or change big questions.</p> <p><b>Knowledge &amp; Conceptual understanding</b></p> <ul style="list-style-type: none"> <li>-Identify, locate, and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>-Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>-Investigate the way in which water is</li> </ul>	<p><b>Term 2 History-Stone Age- Continue from Spring 1.</b></p> <p><b>Term 2 Geography</b></p> <p><i>Who are our European neighbours? Which other countries are in Europe? What are the capital cities in Europe? Can we find major landmarks and places of interest in these countries and capital cities? Why do people choose to live in these cities?</i></p> <p><b>DEBATE: IS ENGLAND THE BEST COUNTRY?</b></p> <p>Countries and capital cities in Europe and the Northern Hemisphere. Countries that are not in the EU. Name a number of countries in the northern hemisphere. Name and locate the capital cities of neighbouring European countries. Use an atlas by using the index to find places. Use grid references on a map. Use correct geographical words to describe a place: town, village, city, etc.</p> <p>ADD IN or change skills</p>  <p>British Value The Rule of Law <i>How do we all live together?</i></p>	<p><b>RE</b> <b>Christianity- Incarnation</b> <i>What is the Trinity?</i></p> <p><b>PSHE</b> <b>Me and My relationships</b></p> <ul style="list-style-type: none"> <li>-Explain why we have rules;</li> <li>-Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>-Suggest appropriate rules for a range of settings;</li> <li>-Consider the possible consequences of breaking the rules Explain some of the feelings someone might have when they lose something important to them;</li> <li>-Understand that these feelings are normal and a way of dealing with the situation</li> <li>-Define and demonstrate cooperation and collaboration;</li> </ul>	<p><b>PE</b> <b>Indoor:</b> RSSP coach Net&amp; Wall</p> <p><b>Outdoor:</b> Creative games- tag games</p>	<p><b>Art</b> <b>Bodies:</b> <b>Make a mosaic.</b></p> <p><b>Suggested Artists:</b> Julian Opie, Henry Moore, Giacometti, Designer- Vivienne Westwood.</p> <p>ADD IN KEY SKILLS</p> <p><b>DT- MECHANISMS (LEVERS AND LINKAGES)</b> Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose).</p> <p><b>Christmas cards- Levers and linkages.</b> ADD IN KEY SKILLS</p>

<p>International Day for the Elimination of Racial Discrimination March 22<sup>nd</sup> 2022 Articles 2, 8 and 30</p>	<p><b>Guided Reading</b> <b>–The Proudest Blue</b></p> <p><b>Class Novel – The Boy who Biked the world</b></p>	<p>transported within plants. ●Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>·<b>Comparing</b> the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser;</li> <li>·<b>Discovering (research and modelling)</b> how seeds are formed by</li> <li>·<b>Observing</b> the different stages of plant cycles over a period of time;</li> <li>·<b>Looking for patterns</b> in the structure of fruits that relate to how the seeds are dispersed.</li> <li>·<b>Observing</b> how water is transported in plants, for example, by putting cut, white carnations into coloured water.</li> <li>·<b>Observing</b> how water travels up the stem to the flowers.</li> </ul>	<p><i><b>Was Brexit the right decision for Britain? How did we benefit from being within the EU? Why did other countries choose not to be part of the EU?</b></i></p> <p><i><b>Would you go back to being part of the EU?</b></i></p>	<ul style="list-style-type: none"> <li>-Identify the different skills that people can bring to a group task;</li> <li>-Demonstrate how working together in a collaborative manner can help everyone to achieve success</li> <li>-Identify people who they have a special relationship with;</li> <li>-Suggest strategies for maintaining a positive relationship with their special people</li> <li>Rehearse and demonstrate simple strategies for resolving given- conflict situations</li> <li>-Explain what a dare is;</li> <li>-Understand that no-one has the right to force them to do a dare;</li> <li>-Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare</li> <li>-Express opinions and listen to those of others;</li> <li>-Consider others' points of view;</li> <li>-Practise explaining the thinking behind their ideas and opinions</li> <li>-Identify qualities of friendship;</li> <li>-Suggest reasons why friends sometimes fall out;</li> <li>-Rehearse and use, now or in the future, skills for making up again</li> </ul>		<p><b>Music</b> Unit: Glockenspiel stage 1</p>
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<p><b>Spring Term 1</b></p> <p><i>How did the Romans change Britain?</i></p> <p><b>Christian Value</b> Generosity</p> <p><b>British Value</b> Rule of Law</p> <p><b>Rights Respecting School</b></p> <p>International Day of Democracy 21<sup>st</sup> September 21 Articles – 2, 12, 28 and 29</p> <p>Black History Month October 2021 Articles 2, 8 and 30</p> <p>World Mental Health Day 10<sup>th</sup> October 21</p> <p>Article 24</p>	<p><b>Literacy Main texts-</b> Fiction: Escape from Pompeii- by Christina Balit</p> <p><b>Non-fiction:</b> Own version of newspaper article of Tsunami disaster.</p> <p><b>Guided reading text (s)</b> Terry Deary's Roman Tales: The fatal fire The Grim Ghost</p> <p><b>Class Novel-</b> The Time Travelling Cat and the Roman Empire by Julia Jarman</p>	<p><b>Maths</b> Maths mastery</p> <p><b>Computing</b> E-safety 1 week</p> <p><b>Unit 3.4</b> Touch typing 4 weeks Programs- 2Type</p> <p><b>Unit 3.5</b> Email (including email safety)</p> <p><b>Complete 1 week and then continue in Spring 2 for 5 weeks.</b></p> <p><b>Programs-</b> 2Email, 2Connect, 2DIY.</p>	<p><b>Unit: Animals- Health and nutrition.</b></p> <p><i>Compare with diet of today to that of Romans.</i></p> <p><b>Did the Romans have a better diet than us today?</b></p> <p><b>Knowledge &amp; Conceptual understanding</b></p> <ul style="list-style-type: none"> <li>Identify that animals, including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat <ul style="list-style-type: none"> <li>An adequate and varied diet is beneficial to health.</li> <li>Regular and varied exercise from a variety of different activities is beneficial to health.</li> </ul> </li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting the diets of different animals (including their pets).</li> <li>Decide ways of <b>grouping</b> them according to what they eat.</li> <li>Researching different food groups and how they keep us healthy. Designing meals based <b>(Create /Invent/ Design)</b> on what they find out.</li> </ul>		<p><b>RE</b> <b>Christianity- Gospel</b> <b>What kind of World did Jesus want?</b></p> <p><b>PSHE</b> <b>Keeping myself safe.</b> Add in big questions.</p> <p>-Understand that medicines are drugs and suggest ways that they can be helpful or harmful Identify situations which are safe or unsafe; -Identify people who can help if a situation is unsafe; -Suggest strategies for keeping safe -Define the words danger and risk and explain the difference between the two; -Demonstrate strategies for dealing with a risky situation Identify some key risks from and effects of cigarettes and alcohol; -Know that most people choose not to smoke cigarettes; (Social Norms message) -Define the word 'drug' and understand that nicotine and alcohol are both drugs. - Identify risk factors in given situations; Suggest ways of reducing or managing those risks. -Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; -Give examples of strategies for safe browsing online -Know that our body can often give us a sign when something doesn't feel right; to trust these signs</p>	<p><b>PE</b> <b>Indoor:</b> Invasion games (Y3)</p> <p><b>Outdoor:</b> OAA Trust &amp; Trails</p>	<p><b>Art</b> <b>European artists</b></p> <p><b>Suggested Artists:</b> Anselm Kiefer, Michelangelo, Le Corbusier, Rembrandt, Salvador Dali.</p> <p><b>ADD IN KEY SKILLS</b></p> <p><b>Artist:?????</b></p> <p><b>Talk from a Healthy Eating Expert (nurse to come in if possible)</b> Plan and make a meal that is healthy and looks, tastes and smells delicious! <b>ADD IN KEY SKILLS</b></p> <p><b>Music</b> <b>Unit: Three Little birds.</b></p> <p>Animals, Jamaica, poetry and the historical context of musical styles. ☑ Listen and appraise other reggae songs. ☑ An integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. ☑ Sing, play, improvise and compose</p>
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					<p>and talk to a trusted adult if this happens;</p> <ul style="list-style-type: none"><li>-Recognise and describe appropriate behaviour online as well as offline;</li><li>-Identify what constitutes personal information and when it is not appropriate or safe to share this;</li><li>-Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li><li>-Demonstrate strategies for assessing risks;</li><li>-Understand and explain decision-making skills;</li><li>-Understand where to get help from when making decisions</li></ul>		

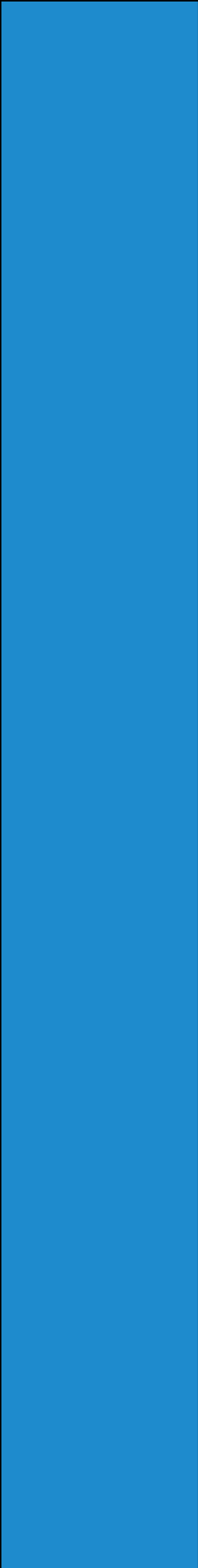
<p><b>Spring Term 2</b></p>  <p><b>Christian Value</b> Compassion</p>  <p><b>British value</b> Rule of Law</p> <p><u>Rights Respecting School</u></p> <p>World Book Day 3<sup>rd</sup> March 2022 Articles 17, 29 and 31</p> <p>International Women's Day March 8<sup>th</sup> 2022 Articles 2 and 8</p> <p>International Day for the Elimination of Racial Discrimination March 22<sup>nd</sup> 2022 Articles 2, 8 and 30</p>	<p>Fables (4 weeks)</p> <p><u>Classical Poetry</u> (2 weeks)</p>	<p><b>Maths</b> Maths mastery</p> <p><b>Computing</b> E-Safety 1 week</p> <p><u>Continue with....</u> <b>Unit 3.5</b> Email (including email safety)</p> <p><b>4 weeks to complete.</b></p> <p><b>Programs-</b> 2Email, 2Connect, 2DIY.</p>	<p><b>Science</b> <b>Unit- Animals- Skeleton and movement.</b> <b>Add big question/s</b></p> <p><u>Knowledge &amp; Conceptual understanding</u></p> <ul style="list-style-type: none"> <li>•Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>•Identify animals (vertebrates) which have a skeleton which supports their body, aids movements &amp; protects vital organs.</li> <li>•Identify animal without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move &amp; protect their vital organs.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>•Identifying and grouping animals with and without skeletons.</li> <li>•Observing and comparing their movement.</li> <li>•Exploring ideas about what would happen if humans did not have skeletons.</li> </ul>	<p><b>History</b></p> <p><b>How did the Romans change Britain?</b> <b>Was the change for the better?</b> <b>What would life have been like in Roman times?</b> <b>What do we use now that the Romans used then?</b> <b>Why did the Romans settle in Britain?</b></p> <ul style="list-style-type: none"> <li>• Research what it was like for children in a given period of history and present findings.</li> <li>• Plot events on a timeline using centuries.</li> <li>• Explain how lives of wealthy people were different from the lives of poorer people.</li> <li>• Explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>• Explain how an event from the past has shaped our life today.</li> <li>• Research what it was like for children in a given period of History.</li> </ul> <p><b>ADD IN KEY SKILLS</b></p> <p><b>Debate: Did the Romans change life in England for the better?</b></p> <p><b>Roman Day???</b></p> <p><b>British Value</b> Rule of Law- compare the laws of our country with the laws of the Romans. Are there any similarities? How are people punished now? And then?</p> <p><b>Geography</b> <b>Compare and Contrast Rome and Lancashire.</b> <b>Add in big questions.</b></p>		<p><b>RE</b> <b>Christianity- Salvation</b> <b>Why do Christians call the day Jesus died 'Good Friday'?</b></p> <p><b>PSHE</b> <b>Rights and responsibilities.</b> <b>Add in big questions.</b></p> <p>-Define what a volunteer is; -Identify people who are volunteers in the school community; -Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. -Identify key people who are responsible for them to stay safe and healthy; -Suggest ways they can help these people. -Understand the difference between 'fact' and 'opinion'; -Understand how an event can be perceived from different viewpoints; -Plan, draft and publish a recount using the appropriate language. -Define what is meant by the environment; -Evaluate and explain different methods of looking after the school environment; -Devise methods of promoting their priority method. -Understand the terms 'income', 'saving' and 'spending'; -Recognise that there are times we can buy items we want and times when we need to save for items; -Suggest items and services around the home</p>	<p><b>PE</b> <b>Indoor:</b> Striking and fielding (Y3/4 cricket)</p> <p><b>Outdoor:</b> Creative games- target games</p>	<p><b>Art</b> <b>Bodies:</b> <b>Make a mosaic.</b></p> <p><b>ADD IN KEY SKILLS.</b></p> <p><b>Music</b> Unit: The Dragon song.</p>
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Example lesson structure below..

- Mapping the Roman Empire through Europe.
- Plan a journey to a place in England using Roman roads.
- Find at least 6 cities that were around during Roman times in the UK and locate them on a map: London, York, Chester, Colchester, Bath, Leicester.
- Compare and contrast Rome to Lancashire- Human and physical aspects.

that need to be paid for (e.g. food, furniture, electricity etc.)



- Explain that people earn their income through their jobs;
- Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)



				<p><b>ADD IN KEY SKILLS</b></p> <p><b>History</b> To be able to ask historical questions? How did Romans impact life in Britain today? <b>ADD IN KEY SKILLS</b></p> <p><b>Bring Yer Wellies</b></p> <p><b>Geography</b> What can I find in my local area? What physical features are in my local area? What human features are in my local area? <b>ADD IN KEY SKILLS</b></p> <p><b>British Values</b> Rule of law- How did the Roman invasion influence the laws today?</p>			
<p><b>Summer Term 1</b> <i>Can we survive on our own?</i></p> <p></p> <p><b>Christian Value</b> Forgiveness</p> <p></p> <p><b>British Value</b> Tolerance and Rule of Law</p> <p><b>Rights Respecting School</b></p> <p>Mental Health Awareness Month May 2022 Article 24</p>	<p>Mystery Texts (4 weeks)</p> <p>Persuasive Letters (2 weeks)</p>	<p><b>Maths</b> Maths mastery</p> <p><b>Computing</b> E safety 1 week</p> <p><b>Unit 3.6</b> Branching databases 4 weeks Programs- 2Question</p> <p><b>Unit 3.7</b> Simulations <b>Complete 1 week and then complete 2 weeks of unit in summer 2.</b> Programs- 2Simulate, 2Publish.</p>	<p><b>Science</b> Unit: Forces and magnets <b>Add big question/s</b></p> <p><b>Knowledge &amp; Conceptual understanding</b></p> <ul style="list-style-type: none"> <li>•Compare how some 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> <li>•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>•Describe magnets as having two poles. <ul style="list-style-type: none"> <li>•Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> </li> </ul>	<p><b>History</b> Research Christians throughout history <b>Add big question/s</b></p> <p>Use research skills to find answers to specific historical questions.</p> <p>Compare the lives and experiences of the disciples with the life of Christians in history and today who are changed by Jesus and give up everything to follow him. For example- Mother Teresa. <b>ADD IN KEY SKILLS</b></p> <p><b>BREXIT/EU</b> <b>Add big question/s</b></p> <p>Look at the history of the European Union and Brexit (Significant turning point in history). Why did the EU start, who is the leader, why did Britain want to leave, what is the constitution of our government and the EU. Merge with British Values and challenging social myths and misconceptions (tolerance and respect)</p> <p><b>Geography</b> <b>Add big question/s</b></p> <p>Link to Brexit?? Food miles??? Locate countries in EU. <b>Human geography-</b> Trade links, land use etc. <b>Where does .... Come from?</b> <b>Why does it come from there?</b> <b>Why can't we make./grow .... Here?</b></p> <p><b>ADD IN KEY SKILLS</b> <a href="https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr">https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr</a></p>	<p><b>RE</b> <b>Christianity- The Kingdom of God</b> <b>When Jesus left, what was the impact of the Pentecost?</b></p> <p><b>PSHE</b> <b>Being my Best</b></p> <p>-Explain how each of the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate) benefits the body; -Explain what is meant by the term 'balanced diet'; -Give examples what foods might make up a healthy balanced meal. -Explain how some infectious illnesses are spread from one person to another; -Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; -Suggest medical and non-medical ways of treating an illness. -Develop skills in discussion and debating an issue;</p>	<p><b>PE</b> <b>Indoor:</b> Dance RSSP COACH</p> <p><b>Outdoor:</b> Invasion games Y3 Core task</p>	<p><b>Art</b> Pop Art/ Draw setting for ICT project background for Traction Man video clip <b>ADD IN KEY SKILLS</b></p> <p><b>DT- TEXTILES</b> Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose). Extraordinaire – Superhero [Design a drink carrier for the Superhero]???</p> <p><b>Add in key skills</b></p> <p><b>Music</b> Unit: Bringing us together</p>



			<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>•<b>Comparing</b> how different things move and grouping them.</li> <li>•<b>Raising questions and carrying out tests</b> to find out how far things move on different surfaces.</li> <li>•<b>Gathering and recording data</b> to find answers to their questions.</li> <li>•<b>Exploring</b> the strengths of different magnets and <b>finding a fair way to compare them.</b></li> <li>•<b>Sorting materials</b> into those that are magnetic and those that are not.</li> <li>•<b>Looking for patterns</b> in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another.</li> <li>•<b>Identifying</b> how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</li> </ul>		<ul style="list-style-type: none"> <li>-Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>-Empathise with different view points;</li> <li>-Make recommendations, based on their research.</li> <li>-Identify their achievements and areas of development;</li> <li>-Recognise that people may say kind things to help us feel good about ourselves;</li> <li>-Explain why some groups of people are not represented as much on television/in the media.</li> <li>-Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>-Understand and explain how the brain sends and receives messages through the nerves.</li> <li>-Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li> <li>-Describe how food, water and air get into the body and blood.</li> <li>-Explain some of the different talents and skills that people have and how skills are developed;</li> <li>-Recognise their own skills and those of other children in the class.</li> </ul>		
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<p><b>Summer Term 2</b> <i>How do volcanoes affect people's lives?</i></p>  <p><b>Christian Value</b> Thankfulness</p>  <p><b>British value</b> Democracy</p> <p><u>Rights Respecting School</u></p> <p>World Refugee Day 20<sup>th</sup> June 2022 Articles 10 and 22</p>	<p>Playscripts (3 weeks)</p> <p>Explanation Texts (3 weeks) (volcanoes)</p> <p>Poems on a Theme- volcanoes (1 week)</p>	<p><b>Maths</b> Maths mastery</p> <p><b>Computing</b> E-safety 1 week</p> <p><b>Unit 3.7</b> Simulations <b>Complete 2 weeks that are left of the unit from summer 1.</b></p> <p><b>Programs-</b> 2Simulate, 2Publish.</p> <p><b>Unit 3.8</b> Graphing 3 weeks <b>Programs-</b> 2Graph</p>	<p><b>Science</b> <b>Unit: Light including reflections and shadows.</b></p> <p><b>Add big question/s</b></p> <p><b>Knowledge &amp; Conceptual understanding</b></p> <ul style="list-style-type: none"> <li>•Recognise that they need light in order to see things and that dark is the absence of light</li> <li>•Notice that light is reflected from surfaces</li> <li>•Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>•Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>•Find patterns in the way that the size of shadows can change.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>•Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</li> </ul>	<p><b>History</b> <b>Volcanoes in the past - Pompeii</b></p> <p>Developing an understanding of chronology. Describe events from the past using dates when things happened using a timeline – volcano disasters, plus other events studied in Y1 – Y3 – What do the children recall from history lessons and significant events in their own past?</p> <p><b>Volcanoes in the past - Pompeii</b> Research project about Pompeii and look at the evidence that was preserved and indicates what it was like in the past. <b>Why did people choose to live near Vesuvius at this time? Where lessons learnt from this disaster? How has it helped to shape decisions of the future?</b> Compare with recent volcano disasters. Krakatoa in Indonesia/ White Island in New Zealand.</p> <p><b>ADD IN KEY SKILLS</b></p> <p><b>Geography</b> <b>How do volcanoes affect the lives of people? How are they created? Where in the world are they? Why? Why do some countries not have volcanoes?</b></p> <p><b>DEBATE: SHOULD PEOPLE BE ALLOWED TO LIVE NEAR A VOLCANO?</b></p> <p>Describe how volcanoes are created. Locate and name some of the world's most famous volcanoes. Describe how earthquakes are created. Use an atlas by using the index to find places. Use the correct geographical words to describe a place.</p> <p><b>ADD IN KEY SKILLS</b></p> <p><b>Spiritual experience: consider the vast amount of pressure needed to blow off the top of a volcano and spurt lava and ash up into the air up to 11 km high!</b></p>	<p><b>RE</b> <b>Sikhism.</b> <b>Why are the Gurus important to Sikhs?</b></p> <p><b>Who are our role models? How can we try to be more like them in our daily lives? What does it mean to be committed to something?</b></p> <p><b>PSHE</b> <b>Growing and changing.</b> <b>Add in big questions.</b></p> <ul style="list-style-type: none"> <li>-Identify different types of relationships;</li> <li>-Recognise who they have positive healthy relationships with</li> <li>-Understand what is meant by the term body space (or personal space);</li> <li>-Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>-Rehearse strategies for when someone is inappropriately in their body space</li> <li>-Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>-Recognise how different surprises and secrets might make them feel;</li> <li>-Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>-Recognise that babies come from the joining of an egg and sperm;</li> <li>-Explain what happens when an egg doesn't meet a sperm;</li> </ul>	<p><b>PE</b> <b>Indoor:</b> Gymnastics (Y3)</p> <p><b>Outdoor:</b> Dance (Y3)</p>	<p><b>Art</b> <b>Shadow art???</b></p> <p>Suggested Artists: Jackson Pollock, John Constable, Thomas Cole, Claude Monet</p> <p><b>Shadow art</b> <b>ADD IN KEY SKILLS</b></p> <p><b>DT-STRUCTURES</b> Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose).</p> <p><b>Shadow Puppet Theatre (shoeboxes)????</b> <b>ADD IN KEY SKILLS</b></p> <p><b>Music</b> Unit: reflect, Rewind and Replay (Y3)</p>
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