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| **Learning Connection block** | **Innovation and Change** | | **Invasion and Connections** | | **Culture and Contrasts** | |
| **Learning Connection Lead Subject** | History | Geography | History | Geography | History | Geography |
| **Time of Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Autumn 1** | **Autumn 2** |
| Years 3&4  **Year A** | **Priority Subject**  **Geography Maps and Atlases (geographical skills and fieldwork)**  *- Can you name and locate counties and cities of the United Kingdom?*  **Additional Subjects**  **RE - Creation/Fall -** *What do Christians learn from the creation story?*  ***Harvest Celebration***  **Science** States of Matter  **PSHE**  What makes a good friend?  Respecting others  (Compassion towards others, similarities and differences)  **PE** Football & Hockey  **Music**Charanga  Performance and singing – Harvest  **Computing** Programming – Chatterpix, Powerpoint (Link to theme)  **MFL (French) -** Numbers | **Priority Subjects**  **History The Ancient Greeks** – *What is the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day?* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  **Additional Subjects**  **RE – People of God -** *What is it like for someone to follow God?*  ***Christmas Service***  **Science** Living things and their habitats  **PSHE**  Resolving conflict and managing negative pressure  (Different types of friends)  Everyday safety and basic first aid  **PE** Dance & Tag Rugby  Music  Performance and singing – Christmas  **Computing**  Coding and algorithms  Online safety: We are standing up to peer pressure  DT Christmas crackers | **Priority Subject**  **Geography: An Island Nation –** *Can you name and locate the Seas and Oceans around us as an island?*  **Additional Subjects**  **RE** - Incarnation *What is the ‘Trinity’ and why is it important to Christians?*  **Science** Sound  **SMSC** British Values  **PSHE** Money choices  Volunteering and citizenship  (Compassion towards others, different contributions that people and groups can make, personal strengths and achievements)  **PE** Gymnastics & Netball  **Computing** Researching effectively  Online safety: We are aware that our online content lasts forever  **MFL (French) – age**  **Art** - painting | **Priority Subject**  Roman Empire – How did the arrival of the Roman Empire change Britain?  **Additional Subjects**  **RE - Gospel -***What kind of world did Jesus want?*  ***Easter Celebration***  **Science** Electricity  **PSHE**  Play, like, share 1 – Alfie (Safely enjoying the online world)  Play, like, share 2 – Magnus (Keeping personal information safe and private online)  **PE Swimming & Tennis**  **Music**Charanga  Performance and singing – Easter  DT Savoury snacks for a Greek feast  **Computing**  Online safety: PSHE Lessons  Art - drawing | **Priority Subject**  **Geography** **The Amazon Rainforest - A Study of South America** – *What is the Amazon Rainforest? What is the impact of humans?*  **CLIMATE CURRICULUM Study**  **Additional Subjects**  **RE – Other Faiths -** *What do Hindus believe God is like?*  **Global Objectives:**  *Where in the world? Compare contrast Christian worship*  **Science** Animals including humans  (female scientist Jane Goodal)  **PSHE**  Play, like, share 3 – fans (Understanding that not everyone is who they say they are online)  Managing feelings  **PE** Athletics & Cricket  **Computing** Audio and Photo editing  Online safety: PSHE lessons | **Priority Subject**  Local castles– A comparison study between local castles.  **Additional Subjects**  **RE – Other Faiths -** *What does it mean to be a Hindu in Britain today?*  **PSHE**  The environment  **PE** OAA & rounders  **Computing** Online Safety: We are careful when talking to virtual friends  DT – Design a steady-hand game. (Link to previous Science).  **MFL (French)** Family - Demonstrate diversity when representing speakers of the language, e.g. France is a multicultural country, -reflect this is in the resources used. Eg. illustrations to depict a range of diverse families.  **Art** - Printing |
| **Metacognitive Skill Progression** | Planning  Inquiring – identifying, exploring and organising information and ideas: Pose questions  *Pose questions to expand their knowledge about the world*  Monitoring  Reflecting on thinking and process element: Reflect on processes  *Identify pertinent information in an investigation and separate into smaller parts or ideas* | Planning  Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas  *Identify main ideas and select and clarify information from a range of sources.*  Evaluation  Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes  *Explain and justify ideas and outcomes.* | Planning  Inquiring – identifying, exploring and organising information and ideas: Organise and process information  *Collect, compare, and categorise facts and opinions found in a wide range of sources*  Monitoring  Reflecting on thinking and process element: Reflect on processes  *Experiment with a range of options when seeking solutions and putting ideas into action*  Evaluation  Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning | Planning  Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas  *Expand on known ideas to create new and imaginative combinations.*  Monitoring  Reflecting on thinking and processes element: think about thinking  *Reflect on, explain and check the processes used to come to conclusions.*  Evaluation  *identify and apply appropriate reasoning and thinking strategies for outcomes* | Planning  *Explore situations using creative thinking strategies to propose a range of alternatives.*  Monitoring  Reflecting on thinking and processes element: transfer knowledge into new contexts  *Transfer and apply information in one setting to enrich another.*  Evaluation  Analysing, synthesising and evaluating reasoning and procedures element: Draw conclusions and design a course of action  *Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.* | Planning  Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas  *Expand on known ideas to create new and imaginative combinations.*  Evaluation  Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes  *Explain and justify ideas and outcomes.* |
| **Off Site Enrichments** |  | Swimming | Planetarium |  |  | Residential |
| **Internal Enrichment** |  | WREN folk music linked to Baring-Gould |  |  | Sports Day  Greek Feast – DT food | Heritage Week and Spirituality Day |
| **Quality English Texts:** | Escape from Pompeii (Story telling)  The Roman Record (Newspaper article  The Flood (Narrative)  I am not a label (recount - Diversity) | Mirror (Stories from other cultures)  Until I met Dudley (Explanation text)  A River (Poetry)  The Snowman (Narrative) | Arthur and the Golden rope (Stories with a historical setting)  A walk in London (Information text)  How to grow your own lettuce (Instructional) | Paperbag Prince  (Story telling)  Beyond the stars (Adventure story) King of the Birds changed to another animal.  Grimm’s fairy tales (Classic tales)  Persuasive letter (Letter writing) | Dragons  (Non-chronological report/stories Who let the Gods out (Adventure story)  Leon and the Place between (narrative with clear setting)  Book of bones: 10 record breaking animals (non-fiction) | Beatrice’s dream  Story about living in someone else’s shoes/Non chronological report)  Meerkat mail (Narrative through letter writing)  Carry me away (poetry) |