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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**CharangaPerformance 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 RugbyMusicPerformance and singing – Christmas**Computing** Coding and algorithmsOnline safety: We are standing up to peer pressureDT 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 choicesVolunteering and citizenship(Compassion towards others, different contributions that people and groups can make, personal strengths and achievements)**PE** Gymnastics & Netball**Computing** Researching effectivelyOnline 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**CharangaPerformance and singing – EasterDT Savoury snacks for a Greek feast**Computing** Online safety: PSHE LessonsArt - 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 editingOnline 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 friendsDT – 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** | PlanningInquiring – identifying, exploring and organising information and ideas: Pose questions*Pose questions to expand their knowledge about the world*MonitoringReflecting on thinking and process element: Reflect on processes*Identify pertinent information in an investigation and separate into smaller parts or ideas* | PlanningInquiring – 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.*EvaluationAnalysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes*Explain and justify ideas and outcomes.* | PlanningInquiring – 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*MonitoringReflecting on thinking and process element: Reflect on processes*Experiment with a range of options when seeking solutions and putting ideas into action*EvaluationAnalysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning | PlanningGenerating ideas, possibilities and actions element: Imagine possibilities and connect ideas*Expand on known ideas to create new and imaginative combinations.*MonitoringReflecting 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.*MonitoringReflecting on thinking and processes element: transfer knowledge into new contexts*Transfer and apply information in one setting to enrich another.*EvaluationAnalysing, 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.* | PlanningGenerating ideas, possibilities and actions element: Imagine possibilities and connect ideas*Expand on known ideas to create new and imaginative combinations.*EvaluationAnalysing, 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 DayGreek Feast – DT food | Heritage Week and Spirituality Day |
| **Quality English Texts:** | Escape from Pompeii (Story telling)The Roman Record (Newspaper articleThe 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) |