

## Integrated topics

See topic outlines and National Curriculum overview below

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
<p><b>The Romans are Coming!</b> History, English, Art 5 weeks</p> <p><b>Managing the meadow</b> (Longitudinal study) Science, Art 3 weeks across the year</p>	<p><b>Keep a steady hand</b> DT, Science, English 4 weeks</p>	<p><b>Crowns, coronets and charters</b> History, English, Art 4 weeks</p>	<p><b>Around the World in 30 Days</b> Geography, Science, Music 4 weeks</p>	<p><b>A picture of health</b> Science, PSHE, Computing 4 weeks</p> <p><b>Spirit of God</b> RE, Art 2 weeks</p>	<p><b>Discovering Mexico</b> Geography, DT, Computing 5 weeks</p>

## National Curriculum Overview

- Discrete content shaded, blocked topic content not shaded      See also English and Maths long term and medium term overviews

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
Science	<p><b>TOPIC - Managing the meadow (Longitudinal study across the year)</b></p> <ul style="list-style-type: none"> <li>*Recognise that living things can be grouped in a variety of ways</li> <li>*Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>*Recognise that environments can change and that this can sometimes pose dangers to living things</li> <li>*Working scientifically</li> </ul>	<p><b>TOPIC - Keep a steady hand</b></p> <ul style="list-style-type: none"> <li>*Identify common appliances that run on electricity</li> <li>*Construct a simple series electrical circuit, identifying and naming its basic parts, inc cells, wires, bulbs, switches and buzzers</li> <li>*Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>*Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>*Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<ul style="list-style-type: none"> <li>*Working scientifically</li> <li>*Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>*Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>*Associate the rate of evaporation with temperature.</li> <li>*Identify the part played by evaporation and condensation in the water cycle.</li> </ul>	<p><b>TOPIC - Around the world in 30 days</b></p> <ul style="list-style-type: none"> <li>*Working scientifically</li> <li>*Identify how sounds are made, associating some of them with something vibrating</li> <li>*Recognise that vibrations from sounds travel through a medium to the ear</li> <li>*Find patterns between the pitch of a sound and features of the object that produced it</li> <li>*Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>*Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>TOPIC - A picture of health</b></p> <ul style="list-style-type: none"> <li>*Working scientifically</li> <li>*Describe the simple functions of the basic parts of the digestive system in humans</li> <li>*Identify the different types of teeth in humans and their simple functions</li> <li>*Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	
<p><b>Working Scientifically</b></p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>*asking relevant questions and using different types of scientific enquiries to answer them      * setting up simple practical enquiries, comparative and fair tests</li> <li>* making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>* gathering, recording, classifying and presenting data in a variety of ways to help in answering questions      * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables      * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>* using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>* identifying differences, similarities or changes related to simple scientific ideas and processes      * using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>						
D.T.		<p><b>TOPIC - Keep a steady hand</b></p> <ul style="list-style-type: none"> <li>*Design-Make- Evaluate a product connected to Science (circuits)</li> <li>*Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>				<p><b>TOPIC - Discovering Mexico</b></p> <ul style="list-style-type: none"> <li>*Design-Make- Evaluate <i>healthy dips</i> - chopping, cutting, slicing ingredients</li> <li>*Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> </ul>

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
History	<p><b>TOPIC - The Romans are coming</b>                      The Roman Empire, its impact on Britain, withdrawal from Britain and fall of the western Roman Empire</p> <ul style="list-style-type: none"> <li>• <i>understand how our knowledge of the past is constructed from a range of sources</i></li> <li>• <i>construct informed responses that involve thoughtful selection and organisation of relevant historical information</i></li> <li>• <i>begin to develop a chronologically secure knowledge and understanding of British, local and world history related to the content studied in Year 4</i></li> </ul>		<p><b>TOPIC - Crowns, coronets and charters</b>                      A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The changing power of the monarchs (extending chronological knowledge beyond 1066)</p> <ul style="list-style-type: none"> <li>• <i>understand how our knowledge of the past is constructed from a range of sources</i></li> <li>• <i>construct informed responses that involve thoughtful selection and organisation of relevant historical information</i></li> <li>• <i>begin to develop a chronologically secure knowledge and understanding of British, local and world history related to the content studied in Year 4</i></li> </ul>			
Geography				<p><b>TOPIC - Around the world in 30 days</b>                      *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities                      *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied                      *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		<p><b>TOPIC - Discovering Mexico</b>                      *Understand geographical similarities and differences through the study of human and physical geography of a region within South America                      *Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts....                      *Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water                      *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
R.E. - blocked (LD III, UC)	<i>Obedience</i> People of God	<i>Trinity</i> Incarnation (Baptism)	<i>Myth</i> Hinduism	<i>Ritual (Paschal Candle)</i> Salvation	<b>TOPIC - Spirit of God</b> <i>How to live</i> Kingdom of God (Pentecost)	<i>Devotion</i> Hindu Worship
Music				<b>TOPIC - Around the world in 30 days</b> World Music: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		
	<p><b>Ongoing - Listen2Me whole class instrument tuition (HMS)</b> Play/perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control, expression; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations.</p> <p><b>On-going singing (weekly whole school)</b> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression )</p>					
Art (see skills progression)	<p><b>TOPIC - Managing the Meadow (Longitudinal study across the year)</b> SKETCHBOOKS : *To create sketch books to record their observations and use them to review and revisit ideas; *... <u>drawing...with a range of materials</u> [for example, pencil, charcoal]. *drawing and sketching from first hand observation</p> <p><b>TOPIC -The Romans are Coming</b> DRAWING SKETCHBOOKS - artefacts from the past *To create sketch books to record their observations and use them to review and revisit ideas (<b>shading with B pencils to show 3D</b>)</p>		<p><b>TOPIC - Crowns, coronets and charters</b> DRAWING - Self-portraits PAINTING - Portraits ARTISTS - Hans Holbein (portraits), Cecil Beaton (photo portraits). *To create sketch books to record their observations and use them to review and revisit ideas; *To improve their mastery of art and design techniques, including <u>drawing, painting</u> with a range of materials [pencil/ paint]; *Great artists in history. *use colour to achieve tonal effect (use of black and white) and textures (thicken paint) *identify key visual elements e.g. colour, line and shape</p>		<p><b>TOPIC -Spirit of God</b> SKETCHBOOKS: *To create sketch books to record their observations and use them to review and revisit ideas; *To improve their mastery of art and design techniques...sculpture.</p> <p>SCULPTURE- environmental art Artist to study: Andy Goldsworthy *create sculptures using natural materials in the school grounds in the style of Andy Goldsworthy. (group work) *create photo journal to document the journey of construction and any changes due to animal, weather and human intervention.</p>	

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
Computing	<p><b>E-Safety lesson</b></p> <p><b>Lego Wedo – Introduction to Milo</b></p> <p>*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>*use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Logo Christmas Cards</b></p> <p>*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>*use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Crowns, coronets and charters</b></p> <p><b>Puppet Pal Animation</b></p> <p>*select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><b>Music Composition (Garageband))</b></p> <p>*select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><b>Design a Maths quiz (Scratch)</b></p> <p>*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</p> <p>*solve problems by decomposing them into smaller parts</p> <p>*use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>What is the World Wide Web? (1 lesson)</b></p> <p>*understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p><b>Topic - A picture of health</b></p> <p>EMAIL: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p><b>Topic - Discovering Mexico</b></p> <p>Geography research and writing or multimedia video project</p> <p>*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>*select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
SWGfL scheme	Rings of Responsibility	Private and Personal Information	The Power of Words (Safer Internet day)	The Key to Keywords	Whose is it anyway?	
	<ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> </ul>					
P.E.	Dance – Roman Gladiators Games – Net/wall activities, Tennis/cardio tennis	Dance - Electricity Games – Invasion games (football/tag rugby)	Gym – Balances, counter balances, sequences Games – Invasion games (hockey)	Gym – fitness circuits Games – Invasion games (netball)	Gym – moving, jumping, landing Games – Striking/fielding (rounders/cricket)	Gym – control and balance  Games – athletics, sports day, swimming
French ('Early Start French')	Happy birthday What's the weather like?	Joyeux Noel	Months of the year Days of the Week	Numbers 13-31 What's today's date?	Colours	Do you have a pet?
PSHE (HIAS)	Feeling good	Keeping safe outside school	Changes in families	Ups and downs in relationships	TOPIC - A picture of health Keeping healthy	Looking ahead

## Integrated topic overview outlines

<b>Managing the Meadow (Longitudinal study)</b>	<b>Science, Art</b>	<b>AUT, SPR, SUM 3 weeks total</b>	<b>Main project outcome:</b> Proposals for managing the school meadow
<p><b>Rationale:</b>                  Children will work scientifically and collaboratively to answer a key question relating to the school environment: How does the meadow and the wildlife that lives there change throughout the year? In order to answer this question, they will plan how they might gather the information they need and how they will record their findings. They will learn how to use classification keys which they will use to help group, identify and name the living things that they find in the meadow, recognising that there are a variety of ways to group living things. They will develop observational drawing skills using a variety of materials (e.g. pencil, charcoal) to record the living things and plants that they see in the area over the course of the year and will record the changes they notice. Finally they will consider whether the changes to the meadow that they have noticed pose a danger to the living things living there and consider the impact of humans on this area, making suggestions about how we could improve our management of the meadow to the outdoor learning leader and site manager.</p>			
<b>National Curriculum Content</b>			
<p><b>Science</b>                  *Working scientifically - see curriculum overview                  *Recognise that living things can be grouped in a variety of ways                  *Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment                  *Recognise that environments can change and that this can sometimes pose dangers to living things</p>		<p><b>Art SKETCHBOOKS</b>                  *To create sketch books to record their observations and use them to review and revisit ideas;                  *... <u>drawing...with a range of materials</u> [for example, pencil, charcoal].                  *drawing and sketching from first hand observation</p>	
<b>The Romans are coming!</b>	<b>History, Art</b>	<b>AUTUMN TERM 5 weeks</b>	<b>Main project outcome:</b> Illustrated timeline & presentation
<p><b>Rationale:</b>                  Through this topic children will become historians to answer the question - How far did the Romans change the life of the Britons during their period of occupation? They will learn about <u>how</u> historians find out about the past through exploring a range of sources of evidence including artefacts, site visits (e.g. Fishbourne Roman palace), texts written at the time, photographs and secondary sources of information. They will also consider which sources of evidence are the most reliable. They will consider the reasons why the Romans invaded Britain, opposition from the Celts and how the Roman occupation changed Britain. They will also find out why the Romans withdrew from Britain and the reasons for the fall of the western Roman Empire. Children will develop their 3D drawing skills through sketching a range of Roman artefacts and buildings and will use these skills to help them construct an illustrated timeline to record the key information from this period. Finally children will present their learning to a chosen audience (e.g. parents, another class).</p>			
<p><b>Available support for planning:</b> Hamilton - The Romans in Britain (some parts); Plan Bee - Invaders and Settlers: Romans (some parts)</p>			
<b>National Curriculum Content</b>			
<p><b>History</b>                  The Roman Empire, its impact on Britain, withdrawal from Britain and fall of the western Roman Empire  <ul style="list-style-type: none"> <li>• <i>understand how our knowledge of the past is constructed from a range of sources</i></li> <li>• <i>construct informed responses that involve thoughtful selection and organisation of relevant historical information</i></li> <li>• <i>begin to develop a chronologically secure knowledge and understanding of British, local and world history related to content studied</i></li> </ul> </p>		<p><b>Art</b>                  DRAWING, SKETCHBOOKS - artefacts from the past                  *To create sketch books to record their observations and use them to review and revisit ideas (<b>shading with B pencils to show 3D</b>)</p>	

<b>Keep a steady hand</b>	<b>Science, DT</b>	<b>AUTUMN TERM 4 weeks</b>	<b>Main project outcome:</b> design and make a game incorporating an electrical circuit with switch
<p><b>Rationale:</b>                  Children will become apprentice electricians to learn all about electrical circuits, including working scientifically to test the ability of a range of materials to conduct electricity. They will also learn about electrical safety, considering electrical dangers around the home. They will explore electrical games and devices on the market to help plan their own games that incorporate electrical circuits (e.g. buzz-wire game) using scientific diagrams for their designs. They will make prototypes for others to play and review. Finally they will use the feedback they receive from others, along with their own evaluations, to make improvements to their games.</p>			
<p><b>Available support for planning:</b> Hamilton - Y4 electricity - It's electric ; <a href="https://www.stem.org.uk/primary-science">https://www.stem.org.uk/primary-science</a></p>			
<b>National Curriculum Content</b>			
<p><b>Science</b>                  *Identify common appliances that run on electricity                  *Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers                  *Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery                  *Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit                  *Recognise some common conductors and insulators, and associate metals with being good conductors.</p>			<p><b>DT</b>                  *Design-Make- Evaluate a product connected to Science (circuits)                  *Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>

<b>Crowns, coronets and charters</b>	<b>History, Art, SMSC (British values)</b>	<b>SPRING TERM 4 weeks</b>	<b>Main project outcome:</b> Royal self-portrait and display for parents
<p><b>Rationale:</b>                  Through studying two notable British monarchs (e.g. King John and the Magna Carter, Elizabeth II), children will investigate and explore the changing role and power of the monarchy in Britain from 1066 onwards and relate this to modern democratic systems, government and the rule of law in Britain. They will consider the significance in particular of the Magna Carter and its impact on life today, engaging in role play and debates to better understand the views of those involved at the time (e.g. the rebels at Runnymede). Throughout this unit children will learn that our knowledge of the past is constructed from a range of sources of evidence, including art from the period (portraits) and will consider the reliability of different sources of evidence. They will investigate the changing function of royal portraits, in particular understanding how these were used to convey power, status and authority, creating their own royal self-portraits in the style of those studied. Finally they will work collaboratively to create a display for parents, explaining how the role and power of the monarchy has changed over time.</p>			
<b>National Curriculum Content</b>			
<p><b>Art</b>                  DRAWING - Self-portraits, PAINTING - Portraits                  ARTISTS - Hans Holborne (portraits), Cecil Beaton (photo portraits)                  Pupils should be taught:</p> <ul style="list-style-type: none"> <li>▪ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ to improve their mastery of art and design techniques, including drawing, painting with a range of materials [pencil/ paint]</li> <li>▪ about great artists in history</li> </ul>		<p><b>History</b>                  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The changing power of the monarchs (extending chronological knowledge beyond 1066).</p> <ul style="list-style-type: none"> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• begin to develop a chronologically secure knowledge and understanding of British, local and world history related to the content studied in Year 4</li> </ul>	

<b>Around the world in 30 days</b>	<b>Geography, Science, Music</b>	<b>SPRING TERM</b> 4 weeks	<b>Main project outcome:</b> Page for a 'Rough Guide to Europe' book
<p><b>Rationale:</b>                  Through listening to a range of music children will be taken on a trip around the world with a particular focus on Europe. They will read and annotate maps to locate the countries they 'visit' in Europe (including Russia) and will learn about key European rivers and mountains and the weather from each of Europe's climate zones. They will research a European capital city, identifying the key physical and human characteristics. Linked to their appreciation of world music, children will learn how to work scientifically to investigate how sound is produced, learning how to draw scientific conclusions from their investigations. Finally they will use the information they have gathered to write a page for a class 'Rough Guide to Europe' book for the library.</p>			
<p><b>Available support for planning:</b> To support <u>parts</u> of this topic - 'Introduction to modern Europe' - Hamilton; 'Our European Neighbours' - Plan Bee)</p>			
<b>National Curriculum Content</b>			
<p><b>Science</b>                  *Working scientifically - see NC overview                  *Identify how sounds are made, associating some of them with something vibrating                  *Recognise that vibrations from sounds travel through a medium to the ear                  *Find patterns between the pitch of a sound and features of the object that produced it                  *Find patterns between the volume of a sound and the strength of the vibrations that produced it                  *Recognise that sounds get fainter as the distance from the sound source increases.</p>		<p><b>Geography</b>                  Locate the world's countries, using maps to focus on Europe (including the location of Russia)... concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	
		<p><b>Music</b>                  World Music: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	

<b>A picture of health</b>	<b>Science, PSHE, Computing</b>	<b>SUMMER TERM</b> 4 weeks	<b>Main project outcome:</b> Presentation for a KS1 audience
<p><b>Rationale:</b>                  Children will be tasked with creating and performing an engaging class or group presentation that will educate and advise KS1 children about how to keep their bodies healthy so that they can avoid health problems later in life. To help them create their presentation, children will first learn about the diets of different animals, food chains, how humans eat and digest food, and the types and function of teeth. Through PSHE they will also consider what makes a healthy lifestyle, including the benefits of exercise and healthy eating. They will have opportunities to listen to and question professionals who work in related fields (e.g. dentists, health visitors, nutritionists, doctors). They will also learn how to use email to contact professionals or relevant organisations to ask for information and advice. Children will make choices about what they could incorporate in their presentation so that they engage their target audience (e.g. new lyrics to know songs, presentation software such as PowerPoint, drama, poems etc). Finally children will perform their presentation to KS1 pupils at this school. (There may also be opportunity to perform their presentation to KS1 pupils at other schools).</p>			
<p><b>Available support for planning:</b> Hamilton - 'Excuse me, are these your teeth?'; Plan Bee - 'Eating and digestion'</p>			
<b>National Curriculum Content</b>			
<p><b>Science</b>                  *Working scientifically - see NC overview                  *Describe the simple functions of the basic parts of the digestive system in humans                  *Identify the different types of teeth in humans and their simple functions                  *Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>		<p><b>Computing (EMAIL)</b>                  Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	
		<p><b>PSHE</b> 'Keeping Healthy' unit (Supporting PDL, Hampshire County Council)                  3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices                  3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</p>	

<b>Spirit of God</b>	<b>RE, Art</b>	<b>SUMMER TERM</b> 2 weeks	<b>Main project outcome:</b> Environmental art sculpture -children’s interpretation of the Holy Spirit
<p><b>Rationale:</b>                  Through this topic children will explore the impact of Pentecost and the Holy Spirit. They will learn how to create sculptures in the style of Andy Goldsworthy to create group environmental sculptures that show their own understanding and interpretation of the Holy Spirit. As part of this, children will experiment with a range of natural resources and use sketchbooks effectively to develop their ideas. They will document their journey of construction through a photo journal, including recording any changes due to animal, weather and human intervention.</p>			
<p><b>Available support for planning:</b> Understanding Christianity (Kingdom of God)</p>			
<b>National Curriculum Content</b>			
<p><b>RE</b>                  How to live (Kingdom of God - Understanding Christianity)</p> <ul style="list-style-type: none"> <li>Describe the meaning of the concept of <i>Pentecost</i></li> <li>Describe how and why Christians consider Pentecost.</li> <li>Describe the importance of Pentecost to Christians</li> <li>Describe their own responses and ideas about Pentecost.</li> <li>Describe examples of how feelings/ responses to Pentecost affect their own and others’ lives</li> </ul>		<p><b>Art</b>  <u>SCULPTURE</u> Environmental art Artist to study: Andy Goldsworthy</p> <ul style="list-style-type: none"> <li>*create sculptures using natural materials in the school grounds in the style of Andy Goldsworthy (group work)</li> <li>*create photo journal to document the journey of construction and any changes due to animal, weather and human intervention. <u>SKETCHBOOKS</u></li> <li>*To create sketch books to record their observations and use them to review and revisit ideas</li> <li>*To improve their mastery of art and design techniques...sculpture.</li> </ul>	
<b>Discovering Mexico</b>	<b>Geog, DT, Computing</b>	<b>SUMMER TERM</b> 4/5 weeks	<b>Main project outcome:</b> Exhibition of learning for parents
<p><b>Rationale:</b>                  Through this topic children will compare and contrast Mexico and the UK, and then find out more about both the physical and human geography of the country, including the climate. They will immerse themselves in the culture of Mexico, discovering a rich heritage of music, art, food and dance. They will use traditional recipes and flavours as their inspiration for designing and making their own dips. As they research different aspects of physical and human geography in relation to Mexico, children will learn how to use search technologies more effectively, in particular how to be discerning in evaluating the usefulness and appropriateness of digital content. Finally, children will work collaboratively in groups to present an exhibition of their learning for parents.</p>			
<p><b>Available support for planning:</b> Plan Bee - Mexico Today (Y3/4)</p>			
<b>National Curriculum Content</b>			
<p><b>Geography</b>                  *Understand geographical similarities and differences through study of human and physical geography of a region in South America                  *Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts....                  *Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water                  *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p><b>Computing</b>  <b>Research and writing or multimedia video project</b>                  use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	
<p><b>DT</b> *Design-Make- Evaluate <i>healthy dips</i> - chopping, cutting, slicing ingredients      *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>			