

Global Citizen Framework: Learn, Empower, Take Action							
Vision	High standards for all pupils	Resilient Learners	Team work	Partnerships with families and the local and global community	Enriched well-being		
Values	FRIENDSHIP	RESPECT	EXCELLENCE	INSPIRATION	COURAGE	DETERMINATION	EQUALITY
Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality Education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals		
Rights Respecting Schools Goals	Children are happier and healthier	Children feel Safe	Children have better relationships	Children become active in school life and the wider world			
SMSC/British Values	Social Moral Spiritual Cultural Education <hr/> British Values Education						

	AUTUMN		SPRING		SUMMER	
School Events <ul style="list-style-type: none"> • Theme days • Charity events • Community events 	What could we learn if we travelled the world? (World Dance Day 12/9/19) What strategies can we use to learn if we don't use pens in school? 02/10/19 What can I learn about Science outside? wk starting 28/09/19	What small changes can we make to make a BIG DIFFERENCE to bullying and racism at our school? How can we be creative to raise money for our school at Christmas? 06/12/19 What features would we need to include to write a bestseller at Christmas? (December)	How can I keep myself safe online? (11/2/20) Why do we make pancakes on Shrove Tuesday? World Book Day 05.03.20 (dress up only) How do we know when we have written a great poem? (wk starting 23/03/20)		Why are we celebrating 75 years of VE day? 07/05/19 What happens to our mental health if we are physically healthy?(wk starting 18/5/20)	Why do we celebrate the Queen's birthday in June? 12/06/20 How do I solve problems outside? wk starting 08/06/20 What skills can I use to produce a quality work of art? (wk starting 06/07/20)
Charity Events	Fundraise for plastic-free oceans 24/10/19	Children in Need 15/11/19		Red Nose Day 24/03/20		Fundraise for Unicef w/c 15/6/20
FOL Events	Disco		Disco			Summer Fair
Class trip	The Exotic Animal Encounter (On-site) <u>Not a trip</u> - Anna Hibiscus Dress up day (colors of the rainbow)	Stone Age Workshop lead by teachers & parent volunteers? <u>Wb 4th November</u> (On-site) Church Visit	Stevenage Theatre		PRICE DEPENDENT Romans and Britons	
TOPIC Big Question	Extraordinary Earth / Stones and Bones What could we learn if we traveled the world? What is life like living in the rainforest? What skills did Stone Age children learn from their elders?		Twisted Tales / Gardeners World Was Cinderella really the innocent victim? Is the wolf really the bad guy? Or is Red Riding Hood lying? What would the world look like without plants?		Rampaging Romans Who were the Romans and what did they conquer? What made the Romans so successful? How would it feel to be a Roman soldier?	

<p>PERSONAL, SOCIAL, HEALTH and ECONOMIC education</p>	<p><u>We are all stars!</u> To develop a class charter. To understand the meaning of gifts and talents. To explore feelings. To work cooperatively in a group. To understand how to create a happy playtime. To express ideas and opinions.</p>	<p><u>Be friendly be wise!</u> To know the importance of friends. To find a solution when we fall out with a friend. To develop strategies to stay calm when angry. Link emotions to Ug Stone Age Boy Book! To develop strategies to prevent bullying (National Anti Bullying Week.) To know what to do in an emergency. To know how to keep safe on the internet.</p>	<p><u>Living long living strong!</u> To consider touch and to know that a person has the right to say what they like and dislike. To explore different types of families and who to go to for help and support. To understand what helps to make people feel happy. To know how to keep healthy. To understand what helps us to overcome barriers to reaching goals.</p>	<p><u>Daring to be different</u> To recognise similarities and differences. To know how to feel good about yourself in difficult situations. To know what a surprised feeling looks like / feels like. To be able to recognise hopeful and disappointed feelings. To be able to hide or show my feelings. To be able to stand up for myself.</p>	<p><u>Dear diary</u> To know where to go to ask for help. To understand what taking responsibility means. To know how to make wise choices. To appreciate the feeling of loss. To recognise some ways we can deal with worries. To know ways of supporting each other.</p>	<p><u>Joining in and joining up</u> To be aware of a range of jobs at home and in schools. To understand the role of the local council. To understand the process of voting and debating. To recognise that individuals can influence what happens in the school and the community. To learn about voluntary, community and pressure groups. To be able to work as a group to set goals and work on project to raise money.</p>
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	<p>AUTUMN - 8 / 7</p>	<p>SPRING - 6/6 Traditional Tales</p>	<p>SUMMER - 5/7</p>			
<p>ENGLISH</p>	<p><u>The Great Kapok Tree: A Tale of the Amazon Rainforest by Lynne Cherry (4-5 wks)</u> Subtitled 'A Tale of the Amazon Rainforest' this picture book expresses clearly by means of vibrant illustrations and a patterned and poetic story, the importance of humans preserving the rainforests and the</p>	<p><u>Ug: Boy Genius of the Stone Age by Raymond Briggs (Red Fox) (3/4 weeks)</u> In this multi-layered graphic text the concept of a 'stone age' is taken to extremes with everything, including trousers made of stone. The story follows the quest of a Stone Age boy, Ug, in his search for softer trousers. With</p>	<p><u>Twisted Tales -The true story of the three little pigs! (3)</u> Alexander T. Wolf, now in jail for crimes against the three little pigs, insists he was framed. The truth, he explains, is that he visited the neighboring pigs' homes asking for a cup of sugar to make a cake for his dear old granny. He notes</p>	<p><u>The Wangari's trees of peace (3/4)</u> As a young girl growing up in Kenya, Wangari was surrounded by trees. But years later when she returns home, she is shocked to see whole forests being cut down, and she knows that soon all the trees will be destroyed. So Wangari decides to</p>	<p><u>Meet the ancient Romans by James Davies</u> There's so much to digest when it comes to History - how do you know where to begin? These incredible short introductions are just the thing for readers who are beginning to explore ancient history. Get to know the basics on Ancient Rome from gladiators</p>	<p><u>Escape from Pompeii - Christina Balit (4)</u> Travel back in time to the days of the Roman Empire and join Tranio, the son of an actor, and his friend Livia, the baker's daughter, in witnessing the eruption of Mount Vesuvius in AD79. Tranio, like most Roman boys, likes to watch whatever is</p>

	<p>ecosystems within it for the sake of all who live on this planet. A man is ordered to cut down a great Kapok tree. He begins the task and when he tires, falls asleep at its foot. Successive animals, birds, insects and finally a child of the Yanomamo tribe all whisper in his ear cogent reasons for why he should not continue. When he awakes, will they have influenced him and what choice will he make? The book begins and ends with a map showing whereabouts in the world there are tropical rainforests and a diagram demonstrating the layers of such a forest.</p> <p>-Prepositions -Conjunctions</p> <p>CONCEPT MAP LETTER persuading man to not chop down the tree.</p> <p>NARRATIVE- INFORMATION TEXT - after visit from Exotic Animal Encounter.</p>	<p>ideas beyond his time his questioning and inventive mind proves exasperating at times for his parents. This book provides many opportunities for discussion and lots of humour at different levels from the illustrations to the footnotes.</p> <p>COMIC STRIPS INSTRUCTIONS</p> <p><u>Extension / class book?</u> <u>Stone Age Boy by Satoshi Kitamura (2+ weeks)</u> Explore the Stone Age with this accomplished story of a boy who falls through a hole in his dull, gray environment and somehow emerges into a grassy, wild world.</p>	<p>he had a bad head cold that day. Narrative Newspaper</p> <p>(GR read Cinderella The Real Story)</p> <p><u>Jack and the baked Beanstalk (Colin Stimpson) (3)</u> In a 1950's-style future, Jack and his mum run a little burger cafe. They are close to broke, so when Jack buys a can of baked beans with their last pennies, his mother throws it out of the window - starting a GIGANTIC baked beanstalk adventure!</p>	<p>do something - and starts by planting nine seedlings in her own backyard. And as they grow, so do her plans...</p> <p><u>Gardener's World - information text such as a leaflet from the garden centre (2/3)</u> We will be sourcing information texts that the children will use to plant their own food in school. Ask children to visit a garden centre as part of their home learning. LEAFLET INSTRUCTION</p>	<p>to day to day life, with easy-to-digest, humorous text that is reminiscent of the bestselling Horrible Histories series. James Davies' stunning artwork and infographics provide a fresh nonfiction approach that is sure to captivate young readers.</p>	<p>going on: tradesmen selling their goods, ships unloading their exotic cargoes, politicians making speeches in the forum. But one hot August day a very different scene unfolds. The ground begins to shake, the sky to darken. People run gasping for air. Heading for the harbor, Tranio and his friend Livia hide on a boat and witness one of the most terrifying moments in recorded history-the eruption of Mount Vesuvius and the destruction of their beloved city, Pompeii.</p> <p>INFO TEXT CHRONOLOGICAL REPORT NEWSPAPER</p> <p><u>Limericks</u></p>
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	<p>Possibilities linked to Science / Geo: REPORT EXPLANATION TEXT</p> <p><u>Anna Hibiscus' Song (3 weeks)</u> Anna Hibiscus is a small girl of dual heritage with a happy heart living with a large and loving family in Africa. She asks each member of her extended family what she should do because she feels so happy and she weaves their various responses into a song. Writing Outcomes: POEM</p>					
<p>MATHEMATICS</p>	<p>W1 & 2: Recap year 2 objectives.</p> <p>W3 & 4: Place Value and Regrouping. Counting On and Back in Ones, Tens and Hundreds. Estimation, Magnitude and Rounding. Measures - Comparison, Estimation and Magnitude.</p> <p>W5 & 6:</p>	<p>W1 & 2: Written Subtraction</p> <p>Problem Solving - Worded Problems</p> <p>W3 & 4: Statistics - Interpreting Bar Charts and Tables</p> <p>Angles, Right Angles and Estimation Perpendicular and Parallel Lines, Vertical and Horizontal Lines</p>	<p>W1 & 2: Multiplication - 3, 4 and 8 Times Tables including Counting</p> <p>Division - 1, 2, 3, 5, 4 and 8 Times Tables</p> <p>W3 & 4: Multiplication - Strategy, Associative and Distributive Laws</p> <p>Multiplication and Division Worded Problems</p>	<p>W1 & 2: Fractions - Finding Fractions of Discrete and Continuous Quantities</p> <p>W3 & 4: Ordering and Comparing Fractions</p> <p>Adding and Subtracting Fractions with the Same Denominators</p> <p>Fractions - Problem Solving with Unit and Non-Unit Fractions</p>	<p>W1 & 2: Division Problem Solving - Sharing and Grouping</p> <p>Division - Two and Three-Digit Numbers by One-Digit Numbers including Halving</p> <p>W3 & 4: Multiplication, Division and Fractions - Scaling and Correspondence Problems</p> <p>Division - Long Division</p>	<p>W1 & 2: Securing the Four Operations with Whole Number including Problem Solving</p> <p>Place Value and Decimals - Ten Times Bigger and Ten Times Smaller</p> <p>W3 & 4: Place Value and Decimals - Partitioning</p>

	<p>Mental Fluency - Addition Mental Fluency - Subtraction</p> <p>W7 & 8: Fact Families and Applying the Inverse Written Addition</p>	<p>W5 & 6/7: 2-D Shape - Properties and Drawing</p> <p>Perimeter Including Problem Solving Using Written and Mental Methods:</p>	<p>W5 & 6: Statistics - Pictograms and Scaled Bar Charts</p>	<p>W5 & 6: Multiplication - Multiplying Multiples of Ten</p> <p>Multiplication - Formal Written Multiplication</p>	<p>W5 & 6: Time - Days, Weeks, Months, Years Time - Telling the Time (analogue and digital) and Estimation Time - Duration</p>	<p>Place Value and Decimals - Estimation, Comparing and Rounding</p> <p>W5 & 6/7: Measures - Measuring and Problem Solving</p> <p>3-D Shape - Building and Identifying Properties</p>
<p>SCIENCE</p>	<p>Scientist: Mark Plotkin Focus: Animals and living things.</p> <p>1) 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</p> <p>Focus on animals living in the RF - diet, prey, lifestyle, nutrition.</p> <p>2) Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Focus on animals living in the RF - diet, prey, lifestyle, nutrition - should have animals being brought in - could be focus point?</p> <p><u>Child led investigation:</u></p>	<p>Scientist: Mary Anning Focus: Rocks Child led investigation: <u>Investigating the effect of erosion on rocks.</u></p> <p>1)compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. 2)describe in simple terms how fossils are formed when things that have lived are trapped within rock. 3)recognise that soils are made from rocks and organic matter.</p> <p>Session 8 &9 Developing awareness of various scientists - Links to 8&9 of Ug Boy Genius! I.e. investigator / curious / wants to know more about the world.</p>	<p>Scientist: Sir Isaac Newton</p> <p>Focus: Physical Processess</p> <p>Child led investigation: <u>Strength of magnets, push and pull in physical activity</u></p> <p>5)compare how things move on different surfaces 6) notice that some forces need contact between two objects, but magnetic forces can act at a distance 7)observe how magnets attract or repel each other and attract some materials and not others 8)compare and group together a variety of everyday materials on</p>	<p>Scientist: Joseph Banks - Plants Child led investigation: <u>Pollination / How does your garden grow?</u></p> <p>Possible 'all about plants' workshop with <u>rhs.org.uk Hyde Hall</u></p> <p>1) identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 2) 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. 3)identify that animals, including humans, need</p>	<p>Scientist: Thomas Edison - Light</p> <p>Focus: Physical Processess</p> <p>Child led investigation: <u>Which surfaces reflect light?</u></p> <p>1)recognise that they need light in order to see things and that dark is the absence of light. 2)notice that light is reflected from surfaces 3)recognise that light from the sun can be dangerous and that there are ways to protect their eyes 4)recognise that shadows are formed when the light from a light source is blocked by a solid object 5)find patterns in the way that the size of shadows change.</p>	<p>Child led investigations / catch up on any areas missed / needing further development.</p>

	Sorting and grouping of animals and skeletons.		the basis of whether they are attracted to a magnet, and identify some magnetic materials 9) describe magnets as having two poles 10) predict whether two magnets will attract or repel each other, depending on which poles are facing.	the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. 4) Investigate the way in which water is transported in plants.		
COMPUTING	Windows Movie Maker or PhotoStory3 or Purple Mash Movie Maker,) that children will be able to use to present a small video of themselves in Literacy. -Understands the purpose of and use a range of different technology. -Can produce work using a computer, using more advanced features of programs and tools. Researching the RF: -Can use a simple search to find specific information from a website. -Understands that a website has a unique address (URL). -Can find and use appropriate information. - Can navigate web pages to locate specific information. -Knows that ICT enables	Online safety - link to anti bullying week? -Has discussed e-safety in class and aware of how to keep themselves safe, and who to report their concerns to. -Can use desktop publishing tools effectively. E-Safety Posters. Act out their comic strip from Literacy in small groups. -Can record video using a range of devices and for a range of purposes.	Databases / Spreadsheets -Understands the basic structure of a database. -Can add data to a pre-made database. -Can generate graphs and charts from a pre-made database. -Can create graphs and charts. -Can use a range of increasingly complex simulations to represent real life situations. -Can use simulations to make and test predictions.	Digital Media - could compose a song that illustrates the Spring - new lease of life in the garden! -Can compose music using icons to represent musical phrases. -Can record sound using ICT that can be stored and played back. -Can take photographs taking into account the audience and/or purpose for the image. -Can edit photographs using a range of basic tools.	Catch up time - any areas needing further development/ areas that the children found interesting to be child-led.	Typing -Developing typing speed and accuracy to develop competency in typing. Coding -Can develop my understanding of how computer and technology works and how computers process instructions. -Can create, edit and refine more complex sequences of instructions for a variety of programmable devices.

	<p>access to a wider range of information and tools to help find specific information quickly. -Can identify how web pages are organised e.g. graphics, hyperlinks, text.</p>					
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	AUTUMN	SPRING	SUMMER
HISTORY	<p><u>Yanomami Tribe</u> History of the tribe</p> <p><u>Stone Age to Iron Age</u> -Understand the changes that Britain went through from the Stone Age to the Iron Age. -Develop knowledge of local History linked to the area of study above. -To develop an understanding of chronology -To make connections between a historical period and present day.</p>	<p>Sir Issac Newton Study? Study of changes in Africa / Democracy - links to Wangari Trees book for Literacy? Needs to cover: Regularly address and sometimes devise historically valid questions. Use and understand a variety of historical sources To note contrast and trends over time.</p>	<p>Romans - Local history study Verulamium Museum St Albans</p> <p><u>Rampaging Romans</u> -Understand the impact that the Roman Empire had on Britain. -Understand the changes that Britain went through from the Stone Age to the Iron Age. -Develop knowledge of local History linked to the area of study above.</p>

<p>GEOGRAPHY</p>	<p>Location of the Amazon rainforest using maps, atlases and globes. Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.</p> <p>Deforestation and Logging impacts on wildlife / people in the rf (Ties in with session 8 & 9 of Literacy) LESSON MUST BE DELIVERED BEFORE Session 8 Literacy!</p> <p>Having researched human impact on RF, use the knowledge / skills learnt to focus on European countries (inc Russia.) Stonehenge Focus -Focusing on environmental regions, key physical and human features, countries and major cities. -Use the eight points of a compass, 4 and 6 figure grid references, symbols and key (including OS maps) to build knowledge of UK and wider world</p>	<p>Earthquakes in Kenya - links to Wangari Trees Literacy book. Describe and understand the key aspects of Earthquakes</p> <p>African Focus and British focus to compare 1st world and 3rd world. Distribution of natural resources- food</p>	<p>Roman conquests map -Locate European countries (inc. Russia) using maps. Focusing on environmental regions, key physical and human features, countries and major cities. -Use the eight points of a compass, 4 and 6 figure grid references, symbols and key (including OS maps) to build knowledge of UK and wider world</p> <p>Volcanoes Link to Pompeii - Mt Vesuvius - Romans conquered Italy.</p> <p>-Study the human and physical geography of a region in Europe -Describe and understand key aspects of Volcanoes -Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.</p>
<p>ART and DESIGN</p>	<p>The Great Kapok Tree Art work linked into Literacy</p> <p>1-Becoming proficient in drawing, painting, sculpture and other art, craft and design techniques. 2-Evaluates and analyses creative works using the language of art, craft and design. 3-Knows about great artists, craft makers and designers, and understands the historical and cultural development of their art forms.</p> <p>A1: Anna Hibiscus Cards on Happiness</p> <p>1-Becoming proficient in drawing, painting, sculpture and other art, craft and design techniques. 2-Evaluates and analyses creative works using the language of art, craft and design.</p>	<p>S2:</p> <p>African Art - TingaTinga</p> <p>Knows about great artists, craft makers and designers, and understands the historical and cultural development of their art forms.</p> <p>African Masks</p> <p>Becoming proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>	<p>Claywork creating a Roman pot / traditional mosaics -Produces creative work, exploring their ideas and recording their experiences. -Becoming proficient in drawing, painting, sculpture and other art, craft and design techniques. -Evaluates and analyses creative works using the language of art, craft and design. -Knows about great artists, craft makers and designers, and understands the historical and cultural development of their art forms</p>

	A2: Cave paintings Evaluates and analyses creative works using the language of art, craft and design.					
DESIGN and TECHNOLOGY	<p>Making Yams - Linked to Anna Hibiscus book Food: Prepare ingredients safely and hygienically using appropriate utensils and measure and weigh accurately. Follow a recipe and assemble and cook ingredients.</p> <p>Stone age quilt -Materials, Cut materials accurately and safely by selecting appropriate tools and select appropriate joining techniques. -Textiles, Understand the need for seam allowance and join textiles with appropriate stitching.</p>		<p>Designing, building, evaluating a volcano. Design with a purpose by identifying opportunities to design. Make products by working efficiently (carefully selecting materials) Refine work and techniques as work progresses, evaluating the end product design.</p>		<p>Creating a Roman shield Materials: Cut materials accurately and safely by selecting appropriate tools and select appropriate joining techniques.</p> <p>Creating a Volcano from modroc</p>	
MUSIC	Recorders	Recorders	Recorders	Recorders	Recorders	Recorders
RELIGIOUS EDUCATION	Similarities and differences between Christians and Sikhs / Advent and Christmas around the world		What does it mean to be part of a religion? / Sharing food - the last supper		Special books and sacred texts - Christians / Special books and sacred texts - Sikhs	
FRENCH	Numbers 1-20 / Colours	Days / month	Presenting myself / Families	Songs around Christmas	Clothes/Food	Recap
PE	Football/ Netball	Tag Rugby/ Basketball	Gymnastics and Table Tennis	Dance and Hockey	Cricket and Tennis	Rounders and Athletics