

Learning Connection block	Innovation and Change		Invasion and Connections		Culture and Contrasts	
Learning Connection Lead Subject	Geography	History	Geography	History	Geography	History
Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Autumn 1	Autumn 2
Years 3&4 Year B 22-23	<p>Priority Subject Geography Maps and Atlases (geographical skills and fieldwork) - <i>Can you name and locate counties and cities of the United Kingdom?</i></p> <p>Additional Subjects RE - Creation/Fall - <i>What do Christians learn from the creation story?</i> Harvest Celebration</p> <p>Science States of Matter</p> <p>PSHE What makes a good friend? Respecting others (Compassion towards others, similarities and differences)</p> <p>PE Football & Hockey</p>	<p>Priority Subjects History The Ancient Greeks – <i>What is the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day?</i> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Additional Subjects RE – People of God - <i>What is it like for someone to follow God?</i></p> <p>Christmas Service</p> <p>Science Living things and their habitats</p> <p>PSHE</p>	<p>Priority Subject Geography: An Island Nation – <i>Can you name and locate the Seas and Oceans around us as an island?</i></p> <p>Additional Subjects RE - Incarnation <i>What is the ‘Trinity’ and why is it important to Christians?</i></p> <p>Science Sound</p> <p>SMSC British Values</p> <p>PSHE Money choices Volunteering and citizenship (Compassion towards others, different contributions that people and groups can make, personal strengths and achievements)</p>	<p>Priority Subject Benin Kingdom – a study of a non-European civilization. <i>How does this compare to life in Britain?</i></p> <p>Additional Subjects RE - Gospel -<i>What kind of world did Jesus want?</i> Easter Celebration</p> <p>Science Electricity</p> <p>PSHE Play, like, share 1 – Alfie (Safely enjoying the online world) Play, like, share 2 – Magnus (Keeping personal information safe and private online)</p> <p>PE Swimming & Tennis</p> <p>Music Charanga Performance and singing – Easter</p>	<p>Priority Subject Geography The Amazon Rainforest - A Study of South America – <i>What is the Amazon Rainforest? What is the impact of humans?</i> CLIMATE CURRICULUM Study</p> <p>Additional Subjects RE – Other Faiths - <i>What do Hindus believe God is like?</i></p> <p>Global Objectives: <i>Where in the world? Compare contrast Christian worship</i></p> <p>Science Animals including humans (female scientist Jane Goodall)</p> <p>PSHE</p>	<p>Priority Subject Local castles– A comparison study between local castles.</p> <p>Additional Subjects RE – Other Faiths - <i>What does it mean to be a Hindu in Britain today?</i></p> <p>PSHE The environment</p> <p>PE OAA & rounders</p> <p>Computing Online Safety: We are careful when talking to virtual friends</p> <p>DT – Design a steady-hand game. (Link to previous Science).</p> <p>MFL (French) Family - Demonstrate diversity when representing speakers of the</p>

	<p>Music Charanga Performance and singing – Harvest</p> <p>MFL (French) - Numbers</p>	<p>Resolving conflict and managing negative pressure (Different types of friends) Everyday safety and basic first aid</p> <p>PE Dance & Tag Rugby</p> <p>Music Performance and singing – Christmas</p> <p>Computing Programming – Publisher (Link to DT) Coding and algorithms</p> <p>Online safety: We are standing up to peer pressure</p> <p>DT Christmas crackers</p>	<p>PE Gymnastics & Basketball</p> <p>Computing Researching effectively Online safety: We are aware that our online content lasts forever</p> <p>MFL (French) – age</p> <p>Art - painting</p>	<p>DT Savoury snacks for a Greek feast</p> <p>Computing Online safety: PSHE Lessons</p>	<p>Play, like, share 3 – fans (Understanding that not everyone is who they say they are online) Managing feelings</p> <p>PE Athletics & Cricket</p> <p>Computing Audio and Photo editing Online safety: PSHE lessons</p>	<p>language, e.g. France is a multicultural country, -reflect this is in the resources used. Eg. illustrations to depict a range of diverse families.</p> <p>Art - Printing</p>
<p>Metacognitive Skill Progression</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to expand their knowledge about the world</i></p> <p><u>Monitoring</u></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify main ideas and select and clarify information from a range of sources.</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Collect, compare, and categorise facts and opinions found in a wide range of sources</i></p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Expand on known ideas to create new and imaginative combinations.</i></p>	<p><u>Planning</u> <i>Explore situations using creative thinking strategies to propose a range of alternatives.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: transfer knowledge into new contexts</p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Expand on known ideas to create new and imaginative combinations.</i></p>

	<p>Reflecting on thinking and process element: Reflect on processes <i>Identify pertinent information in an investigation and separate into smaller parts or ideas</i></p>	<p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes <i>Explain and justify ideas and outcomes.</i></p>	<p><u>Monitoring</u> Reflecting on thinking and process element: Reflect on processes <i>Experiment with a range of options when seeking solutions and putting ideas into action</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning</p>	<p><u>Monitoring</u> Reflecting on thinking and processes element: think about thinking <i>Reflect on, explain and check the processes used to come to conclusions.</i></p> <p><u>Evaluation</u> <i>identify and apply appropriate reasoning and thinking strategies for outcomes</i></p>	<p><i>Transfer and apply information in one setting to enrich another.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Draw conclusions and design a course of action <i>Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.</i></p>	<p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes <i>Explain and justify ideas and outcomes.</i></p>
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