**** SMSC & PSHE in Year 3

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|  | Autumn | Spring | Summer |
|  | Participation in assembly sessions with Teresa Nixon from St John’s Church  Participation in assemblies led by Hartford Primary staff – See assembly timetables  No Outsiders | | |
| Spiritual  Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. | RE unit: How do Hindus view God and his is Diwali celebrated?  I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.  I can give thoughtful responses using different forms of expression.  I can consider an aspect of a religion and show differences and similarities to other religions or worldviews  I can describe some aspects of the different characteristics of Hindu gods and goddesses and the key belief of one God represented through many different images and forms. I can explain how Hindus celebrate Diwali.  RE unit: Free choice: Humanism  Can one person change the world?  I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means.  I can give thoughtful responses using different forms of expression.  I can reflect on my own values and explore what I can learn from the values of believers.  English Unit: Seal surfer –  Reflecting on the character’s life, through writing a recount.  Reading and demonstrating empathy towards a character.  English Unit: Winter’s Child –  Reading and demonstrating empathy towards a character.  Sharing life experiences with a character - friendships.  Geography: Our Local Area –  Ask pupils to think about a day in the life of one of the children in their distant locality study.  Awe and wonder of the natural world – physical and human features/inspires wonders of the natural environment.  History: Our Local Area –  Helping children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events.  Fostering the mystery of how and why events in the past happened and their many causes.  DT: Make a pulley –  Use of imagination and creativity through product design.  Have a sense of enjoyment through design, development and making the product.  To reflect on their own work and respect others.  Have an appreciation of beauty through structures.  Maths: Fascination with size and the infinite nature of number.  Personal achievement in solving problems.  Awe and wonder about the natural world and mathematical patterns.  Music: Giving opportunities to reflect on different types of music- including own performance and observed performances of others.  Opportunities to compose own music reflecting on own preferences/likes/beliefs/values.  Providing enriching experiences through singing, listening, performing and musical appreciation.  P.E.: Sense of enjoyment and fascination in learning about themselves and what they can achieve.  Imagination and expression through the medium of Dance.  No Outsiders Text: We’re All Wonders by RJ Palacio This is Our House Michael Rosen  Know how they belong to different groups and communities.  Know what is meant by a diverse community.  Know how the community helps everyone feel included and values the different contributions that people make.  Know how to be respectful towards those of live differently to us.  Know how families differ from each other.  MFL (Spanish): Respecting others, their faiths and relationships. Appreciating the wider world and its beauty.  Art: Children will investigate visual, tactile and other sensory qualities of their own and others work. Independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner. | RE unit: How do Christians use the Bible to help them with their lives?  I can make connections between different stories / sayings and what they teach followers of different religions / worldviews.  I can explore belief in action and make connections with my own life and communities.  I understand the commitment and dedication needed for different faith followers.  I can reflect on my own values and explore what I can learn from the values of believers.  Can give examples of stories which they have come across in the Bible and can demonstrate how to find a particular book.Can explain how Christians use the Bible for guidance and how it is in many languages around the world.  RE unit: What do I think about Jesus and how he is portrayed in art from around the world?  I can explore belief in action and make connections with my own life and communities.  I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means.  I can find out about questions of right and wrong and begin to express my own ideas and opinions.  Use Biblical references to support discussions about Jesus and how people viewed him. Explain some symbols associated with Jesus.  Understanding how sometimes science and spiritual ideas do cause conflict but in a modern society it is important to understand why these conflicts arise so we can respect the views of others and move forward.  English Unit: Stone Age Boy - Reading and demonstrating empathy towards a character.  English Unit: Big Blue Whale –  Sharing life experiences with a character – global warming issues on our oceans.  Geography: Stone Age to Iron Age –  Awe and wonder of the natural world – physical and human features/inspires wonders of the natural environment. Consideration of the effect the environment has on settlement and people’s daily live.  History: Stone Age to Iron Age -  Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.  Fostering the mystery of how and why events in the past happened and their many causes.  DT: Make Stone Age clothing  Use of imagination and creativity through product design.  Have a sense of enjoyment through design, development and making the product.  To reflect on their own work and respect others.  Maths: Fascination with size and the infinite nature of number.  Personal achievement in solving problems.  Awe and wonder about the natural world and mathematical patterns.  Music: Through listening to a range of music give opportunities to develop sense of awe and wonder.  Giving opportunities to reflect on different types of music- including own performance and observed performances of others.  P.E.: Sense of enjoyment and fascination in learning about themselves and what they can achieve.  Self–belief and willingness to push themselves.  No Outsiders Text: Two Monsters David McKee The Heuys in the New Jumper Oliver Jeffers  MFL (Spanish): Respecting others, their faiths and relationships.  Appreciating the wider world and its beauty.  Science: Rocks and Animals including Humans  Exploring the wonder about what is special about human life.  Appreciate how all living things are interdependent and work together  Computing: Develop self-esteem through programming using Espresso independently. Algorithms. Explore how ideas in computing have inspired others.  Art: Children will investigate visual, tactile and other sensory qualities of their own and others work. Independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner. | RE unit: What is my point of view about God and why do people have faith?  I can describe religions and world views, connecting my ideas and prior learning.  I understand the commitment and dedication needed for different faith followers.  I can reflect on my own values and explore what I can learn from the values of believers.  Explain the story of Abraham and how this was following his belief. Explain a view of God which is not their own.  RE unit: How do Muslims worship?  I can retell and suggest meanings to some religious and moral stories. I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.  I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.  I can make connections between different stories / sayings and what they teach followers of different religions / worldviews.  Pupils can explain the importance of the Qur’an for Muslims and can tell you about how Muslims worship in a Mosque and in day to day lives.  English Unit: The Journey –  Reflecting on the character’s life, through writing a recount.  Reading and demonstrating empathy towards a character.  English Unit: Zeraffa Geraffa –  Exploring a characters faith through reading about their life.  Reading and demonstrating empathy towards a character.  Geography: Ancient Egyptians –  Awe and wonder of the natural world – physical and human features/inspires wonders of the natural environment. Consideration of the effect the environment has on settlement and people’s daily live.  History: Ancient Egyptians -  Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.  Fostering the mystery of how and why events in the past happened and their many causes.  DT: Make a death mask  Use of imagination and creativity through product design.  Have a sense of enjoyment through design, development and making the product.  To reflect on their own work and respect others.  Maths: Fascination with size and the infinite nature of number.  Personal achievement in solving problems.  Awe and wonder about the natural world and mathematical patterns.  Music: Exploring emotions through music.  Giving opportunities to reflect on different types of music- including own performance and observed performances of others.  P.E.: Imagination and creativity in extending/making up games.  MFL (Spanish): Respecting others, their faiths and relationships.  Appreciating the wider world and its beauty.  Looking at emotions expressed through different languages.  Looking at choice of words and purpose.  Computing: Coding - Explore how ideas in computing have inspired others. Feel a sense of achievement when locating faults within a computer algorithm.  Art: Children will investigate visual, tactile and other sensory qualities of their own and others work. Independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner. |
| PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | Taking part in services held at school and Church e.g Harvest and Christmas where all children take part.  Understanding other people’s attitudes, ideas and behaviours through poetry, drama, historical narratives, myths and fiction. | Understanding other people’s attitudes, ideas and behaviours through poetry, drama, historical narratives, myths and fiction. | Understanding other people’s attitudes, ideas and behaviours through poetry, drama, historical narratives, myths and fiction. |
| Moral  Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values  PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | RE unit: How do Hindus view God and his is Diwali celebrated?  Know how common features of families often include shared experiences.  RE unit: Free choice:  English Unit: Seal surfer –  Reading a text where moral issues are discussed.  Geography: Our Local Area –  Debates/role play/discussion based on a change to the environment.  What are the positives/negatives? eg canals being built.  History: Our Local Area –  Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation.  Developing open mindedness when considering the actions and decisions of people from the past.  DT: Make a pulley  Encourage respect for others and their work.  Work co-operatively, respecting the classroom environment and equipment. Encourage sustainability through recycling and up cycling.  Music: Encouraging respect for others.  Respecting and looking after musical instruments.  P.E.: Listen to the referee/person in charge of event and abide by their rules.  MFL (Spanish): Knowing some of the laws/rituals and cultural expectations of other cultures.  Encouraging respect for others, their language and their culture.  Science: Plants  Understand the importance of how decisions made about the environment can have a huge impact on future generations.  Computing: To understand how important it is to stay safe on the internet including mobile devices.  Art: Looking at works of art that will often convey a message | Internet Safety Day: To understand the consequences of our actions on the internet. To be aware of the dangers and exciting opportunities of the internet. To know how to behave respectfully and carefully when using the internet.  RE unit: How do Christians use the Bible to help them with their lives?  RE unit: What do I think about Jesus and how he is portrayed in art from around the world?  Look at work that will often pose a moral question.  Looking at works of art that will often convey a message  English Unit: Big Blue Whale –  Reading a text where moral issues are discussed.  Debating worldwide issues.  Persuasive writing to take care of our environment.  Geography: Stone Age to Iron Age –  Debates/role play/discussion based on a change to the environment.  What are the positives/negatives? eg moving homes.  History: Stone Age to Iron Age –  Encouraging pupils to comment on moral questions and dilemmas from the past.  Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation.  Developing open mindedness when considering the actions and decisions of people from the past.  DT: Make Stone Age clothing  Encourage respect for others and their work.  Work co-operatively, respecting the classroom environment and equipment.  Music: Exploring the role of music in society- how can cause conflict/difference of opinion.  Looking at ways music can change mood and behaviour.  P.E.: Rules – fair play, consequences of behaviour and actions, understanding viewpoints of others.  MFL (Spanish): Knowing some of the laws/rituals and cultural expectations of other cultures.  Encouraging respect for others, their language and their culture.  Science: Rocks and Animals including Humans  To develop open mindedness to the suggestions of others and to make judgments on evidence not prejudice.  Computing: Coding - To understand how important it is to stay safe on the internet including mobile devices. To work as a team and respect other people’s views and opinions.  Art: Look at work that will often pose a moral question.  Looking at works of art that will often convey a message | RE unit: What is my point of view about God and why do people have faith?  RE unit: How do Muslims worship? Know how common features of families often include shared experiences.  English Unit: Zeraffa Geraffa –  Debating and making our own choices, whether they be right or wrong.  Geography: Ancient Egyptians –  Debates/role play/discussion based on a change to the environment.  History: Ancient Egyptians –  Encouraging pupils to comment on moral questions and dilemmas from the past.  Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation.  Developing open mindedness when considering the actions and decisions of people from the past.  DT: Make a death mask –  Encourage respect for others and their work.  Work co-operatively, respecting the classroom environment and equipment. Encourage sustainability through recycling and up cycling.  Maths: The value of money – how does this differ from person to person.  Money – being financially responsible.  Music: Looking at ways music can change mood and behaviour.  Encouraging respect for other people’s choice of music.  P.E.: Listen to the referee/person in charge of event and abide by their rules.  MFL (Spanish): Knowing some of the laws/rituals and cultural expectations of other cultures.  Encouraging respect for others, their language and their culture.  Using language and word choices to make correct responses in terms of right and wrong.  Science: Light and Forces  To develop open mindedness to the suggestions of others and to make judgments on evidence not prejudice.  Computing: To respect in the use of digital equipment and its impact on the environment – ink and paper wastage.  Art: Look at work that will often pose a moral question.  Looking at works of art that will often convey a message |
| Music as part of celebrations and annual ceremonies e.g Harvest, Remembrance Day. | Music as part of celebrations and annual ceremonies e.g Harvest, Remembrance Day. | Music as part of celebrations and annual ceremonies e.g Harvest, Remembrance Day.  Relationship and Sex Education: Know how families differ from each other.  Know how people within families should care for each other and the different ways they demonstrate this.  Know how to ask for help or advice if family relationships are making them feel unhappy, worried, or unsafe.  Know that their body belongs to them and should not be hurt or touched without their permission; know what to do and who to tell if they feel uncomfortable.  Science: Know how to keep their body protected and safe, EG wearing sunglasses, protective/reflective clothing. |
| Social  Investigate and moral issues; moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with fundamental values of democracy.  PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | RE unit: How do Hindus view God and his is Diwali celebrated?  RE unit: Free choice:  English Unit: Seal surfer –  Sharing, speaking and listening to each others’ ideas and work.  Making decisions through drama.  English Unit: Winter’s Child –  Sharing, speaking and listening to each others’ ideas and work.  Geography: Our Local Area –  Field study – developing co-operation skills and a respect for the environment they are investigating.  History: Our Local Area –  Encouraging pupils to think about what past societies have contributed to our culture today.  Exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in ‘the modern world.  DT: Make a pulley –  Celebrate successes as a class.  Work collaboratively.  Maths: Opportunities to work together. Voting within the classroom to make fair decisions eg. Class treat. Recording results as a tally chart and interpreting the data.  Celebrate success with class displays, newsletters, parent afternoons and year groups.  Music: Encouraging children to work individually, as part of a group or class on musical projects.  By developing singing games both in classroom and playground to develop early musical concepts as well as co-ordination and respect.  P.E.: Acceptance of defeat and being positive for winners.  Participation in sport and working in a team.  No Outsiders Text: We’re All Wonders by RJ Palacio This is Our House Michael Rosen  Know how friendships support wellbeing and the importance of seeking support if they feel lonely.  Know how to recognise if others are feeling lonely and excluded and strategies to include them.  MFL (Spanish): Learning something new together as a class.  Learning independently, in small group and in a class.  Celebrating successes in the classroom.  Science: Plants  Pupils must consider their impact on the world around them and start to look at what we can do to help the next generation have a habitable planet.  Pupils must take responsibility for their own and other people’s safety when undertaking practical work.  Computing: The children are taught good practice and respect in the use of social networking (Anti-bullying week – Cyber bullying). Vote on qualities of friendships and peers to create pie charts and bar graphs.  Art: Pupil discussion of a range of artists and art work, encouraging and developing communication skills. | RE unit: How do Christians use the Bible to help them with their lives?  RE unit: What do I think about Jesus and how he is portrayed in art from around the world?  English Unit: Stone Age Boy –  Sharing, speaking and listening to each others’ ideas and work.  Making decisions through drama.  English Unit: Big Blue Whale –  Sharing, speaking and listening to each others’ ideas and work.  Geography: Stone Age to Iron Age –  Field study – developing co-operation skills and a respect for the environment they are investigating.  History: Stone Age to Iron Age –  Encouraging pupils to think about what past societies have contributed to our culture today.  Promoting pupils own social development through working together and problem solving.  The study of social issues is a common theme in History lessons.  Exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in ‘the modern world.  DT: Make Stone Age clothing –  Celebrate successes as a class.  Work collaboratively.  Maths: Opportunities to work together. Voting within the classroom to make fair decisions eg. Class treat. Recording results as a tally chart and interpreting the data.  Music: Through whole school, national projects e.g The BBC Ten pieces.  P.E.: Team games, participation, co-operation, resolving conflicts. Acceptance of defeat and being positive for winners.  Leads to an active and healthy lifestyle for the future.  Participation in sport and working in a team.  By developing singing games both in classroom and playground to develop early musical concepts as well as co-ordination and respect.  No Outsiders Text: Two Monsters David McKee  The Heuys in the New Jumper Oliver Jeffers  Know how friendships support wellbeing and the importance of seeking support if they feel lonely.  Know that friendships sometimes have difficulties have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.  Know how to recognise if a friendship is making them feel unhappy, uncomfortable, or unsafe and how to ask for support.  MFL (Spanish): Learning something new together as a class.  Learning independently, in small group and in a class.  Celebrating successes in the classroom.  Science: Rocks and Animals including Humans  Group practical work provides opportunities for pupils to develop team working skills and to take responsibility  Develop an understanding that scientists work together on research projects towards a common goal.  Pupils must take responsibility for their own and other people’s safety when undertaking practical work.  Computing – Algorithms: To work as a team to assist each other when problem solving. To use appropriate social behaviours and to interact respectfully with others in the team when creating algorithms.  Art: Pupil discussion of a range of artists and art work, encouraging and developing communication skills. | RE unit: What is my point of view about God and why do people have faith?  RE unit: How do Muslims worship?  English Unit: The Journey –  Sharing, speaking and listening to each others’ ideas and work.  Making decisions through drama.  English Unit: Zeraffa Geraffa -  Sharing, speaking and listening to each others’ ideas and work.  Considering new and exciting vocabulary from different countries.  Geography: Ancient Egyptians –  Field study – developing co-operation skills and a respect for the environment they are investigating.  History: Ancient Egyptians –  Encouraging pupils to think about what past societies have contributed to our culture today.  Promoting pupils own social development through working together and problem solving.  The study of social issues is a common theme in History lessons.  Exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in ‘the modern world.  DT: Make a death mask –  Celebrate successes as a class.  Work collaboratively.  Maths: Opportunities to work together. Voting within the classroom to make fair decisions eg. Class treat. Recording results as a tally chart and interpreting the data.  Music: By developing singing games both in classroom and playground to develop early musical concepts as well as co-ordination and respect.  P.E.: Team games, participation, co-operation, resolving conflicts.  Participation in sport and working in a team.  No Outsiders Text: Beegue Alexis Deacon  Know how friendships support wellbeing and the importance of seeking support if they feel lonely.  Know how to recognise if others are feeling lonely and excluded and strategies to include them.  Know how to recognise if a friendship is making them feel unhappy, uncomfortable or unsafe and how to ask for support.  MFL (Spanish): Learning something new together as a class.  Learning independently, in small group and in a class.  Celebrating successes in the classroom.  Communicating for a purpose- people with other social and cultural backgrounds.  Science: Light and Forces  Develop an understanding that scientists work together on research projects towards a common goal.  Group practical work provides opportunities for pupils to develop team working skills and to take responsibility.  Pupils must take responsibility for their own and other people’s safety when undertaking practical work.  Computing: To work as a team to assist each other when problem solving. To use appropriate social behaviours and to interact respectfully with others in the team when using Espresso Coding.  Art: Pupil discussion of a range of artists and art work, encouraging and developing communication skills. |
| To participate in the daily Golden Mile activity.  To participate in daily Wake and Shake  Individual music lessons by peripatetic music teachers in school  Celebrate success with class displays, newsletters, parent afternoons and year groups.  Children’s work is celebrated throughout the school and displayed in many areas. | To participate in the daily Golden Mile activity.  To participate in daily Wake and Shake  Individual music lessons by peripatetic music teachers in school  Forest schools.  Celebrate success with class displays, newsletters, parent afternoons and year groups.  Children’s work is celebrated throughout the school and displayed in many areas. | To participate in the daily Golden Mile activity.  To participate in daily Wake and Shake  Through whole school, national projects e.g The BBC Ten pieces and world music day.  Individual music lessons by peripatetic music teachers in school.  Celebrate success with class displays, newsletters, parent afternoons and year groups.  Children’s work is celebrated throughout the school and displayed in many areas. |
| Cultural  Appreciate cultural influences; appreciate the role of British parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.  PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | Armistice Day: To understand why the poppy is important in British history.  Black History Month: To celebrate diversity in our local area, nationally and internationally  RE unit: How do Hindus view God and his is Diwali celebrated?  RE unit: Free choice:  English Unit: Seal surfer –  Reading texts with inclusive and diverse characters.  English Unit: Winter’s Child –  Reading a variety of cultural texts.  Geography: Our Local Area -  Critical thinking while looking at photos.  Comparing real people in real life places.  History: Our Local Area –  Developing a better understanding of our multicultural society through studying links between local, British, European and world history.  DT: Make a pulley –  To understand own heritage and how other cultures influence design.  Compare projects/structures/designs on local, national and global communities.  Music: Encouraging respect for the diversity found in music.  P.E.: Dance from other countries and cultures.  No Outsiders Text: We’re All Wonders by RJ Palacio This is Our House Michael Rosen  MFL (Spanish): Learning beyond the ‘holiday’ experiences.  Celebrating cultural festivals Looking at differences and similarities between cultures.  Looking at how other cultures have influenced us e.g. food.  Computing: To use digital technology safely and sensibly in the classroom and to do the same at home. Art: Develop knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed.  . | LGBTQ+ month – To celebrate the diversity of people in our community and around the world. To remember and celebrate the successes of the LGBTQ+ community.  World Book Day – To celebrate diversity in books and to participate in different opportunities.  RE unit: How do Christians use the Bible to help them with their lives?  RE unit: What do I think about Jesus and how he is portrayed in art from around the world?  Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.  Children will be exposed to a wide variety of cultures, beliefs and religions  English Unit: Stone Age Boy –  Reading a variety of cultural texts.  English Unit: Big Blue Whale –  Reading texts with inclusive and diverse characters.  Geography: Stone Age to Iron Age –  Reflection of pupils and their own personal reality sense of and space.  History: Stone Age to Iron Age –  Developing a better understanding of our multicultural society through studying links between local, British, European and world history.  Gaining an understanding of and empathy with people from different cultural backgrounds.  DT: Make Stone Age clothing –  To understand own heritage and how other cultures influence design.  Gain inspiration through visiting exhibitions.  Maths: Mathematical thinking from all cultures including pattern and shape and number systems.  Music: Encouraging respect for the diversity found in music.  Taking part in concerts/visiting musicians –Key Strings (A Multicultural Journey Through Time!).  P.E.: Awareness of different sports and their origins.  No Outsiders Text: Two Monsters David McKee The Heuys in the New Jumper Oliver Jeffers  MFL (Spanish): Learning beyond the ‘holiday’ experiences.  Celebrating cultural festivals Looking at differences and similarities between cultures.  Looking at how other cultures have influenced us e.g. food.  Science: Rocks and Animals including Humans.  Through the study of famous scientists an understanding that some of science’s most important discoveries have come from other parts of the world.  Computing:  Computing - Respect and develop an awareness and appreciation of how differing cultural, spiritual and religious views might differ towards the use of digital technology (India topic).  Art: Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.  Children will be exposed to a wide variety of cultures, beliefs and religions | RE unit: What is my point of view about God and why do people have faith?  RE unit: How do Muslims worship?  English Unit: The Journey –  Reading texts with inclusive and diverse characters.  English Unit: Zeraffa Geraffa –  Reading a variety of cultural texts.  Reading texts with inclusive and diverse characters.  Geography: Ancient Egyptians –  Identifying similarities and differences between Ancient Egypt to today.  History: Ancient Egyptians –  Developing a better understanding of our multicultural society through studying links between local, British, European and world history.  Gaining an understanding of and empathy with people from different cultural backgrounds.  Examining how other cultures have had a major impact on the development of ’British’ culture.  DT: Make a death mask –  To understand own heritage and how other cultures influence design.  Explore a range of materials and equipment used by different cultures. Compare projects/structures/designs on local, national and global communities. Gain inspiration through visiting exhibitions.  Maths: Mathematical thinking from all cultures including pattern and shape and number systems.  Music: Develop an understanding of British music heritage and culture (classical, folk and pop).  P.E.: Sport origins and sporting events, eg Olympics.  No Outsiders Text: Beegue Alexis Deacon  MFL (Spanish): Learning beyond the ‘holiday’ experiences.  Celebrating cultural festivals Looking at differences and similarities between cultures.  Looking at how other cultures have influenced us e.g. food.  Science: Light and Forces  Pupils will understand that scientific development comes from all across the world, from people of all backgrounds and cultures.  Art: Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.  Children will be exposed to a wide variety of cultures, beliefs and religions |
| Providing opportunities for children to follow and support school teams – cheerleading.  Promoting international events/celebrations around school. | Providing opportunities for children to follow and support school teams – cheerleading.  Promoting international events/celebrations around school. | Providing opportunities for children to follow and support school teams – cheerleading.  Participation in Sporting Week.  Respecting the musical heritage of different cultures- learning to name and play instruments from other cultures – World music day.  Promoting international events/celebrations around school. |
| Additional PSHE | Celebrate world days with themed lunches. | Science: Know how to eat a healthy diet and the benefits of nutritionally rich foods.  Know how not eating a balanced diet can affect health, including the impact of too much sugar and acidic drinks.  Know how people make choices about what to eat and drink, including who or what influences these.  Know how, when and where to ask for advice and health about healthy eating.  Celebrate world days with themed lunches. | Celebrate world days with themed lunches. |