



**Learning Question: 'How does pattern make our world?'**

**General guidance:** also see 'Guide to Planning and Teaching Using the Learning Toolbox'; suggestions here have developed from staff and pupil ideas through reviews and other discussions – this is not a final document but will need to grow and adapt over time with experience.

This is a King's Cross partner project. This means that it is supported by a company or organisation on the King's Cross estate.

**Working with Partners:**

- There is great potential value in working as a teacher alongside a KX partner
- You are the teacher – partners bring their skills and experience but are not trained teachers.
- The project needs to follow the same steps as any other learning project i.e. initial experience, children involved in planning using the Learning Toolbox.
- In pulling the planning together, the teacher and KX partner will need to collaborate and possibly compromise their ideas in order to come up with something that neither would have done alone.
- The partner brings knowledge and expertise in different media.
- Although one of our main aims is to involve children in planning their own learning using the Toolbox, it is also ok for the teacher and KX partner to make decisions about what will work best e.g. which types of graphic art to explore or what kind of presentation to prepare.
- Teachers will need to communicate with the KX partner e.g. setting up

**How to approach the Learning Question:**

- This is very open-ended and could lead off in many different directions. You can incorporate the ideas of children and artists to create a rich, exciting project.
- As a baseline, find out what the children think about pattern at the start. Do they have rich concepts of pattern (between different types of pattern: line, shape, colour; alternating, repeating etc)? Can we be more specific e.g. 'a repeating zig-zag pattern'?
- Above all, this is about looking at the world around us and noticing pattern. Do we all see patterns in the same way?
- It will probably explore cycles, change, repetition etc and how patterns make you feel; it will connect with artists like Goldsworthy (history) who makes strong use of pattern in the natural environment.
- It would be worth thinking about how pattern is used to convey meaning e.g. aboriginal art, decorated gourds (Nigeria) etc.

**Assessment:**

- Once the main learning tools have been selected for the project, discuss with the children how they will know if they have used them well and what skills they need e.g. 'We need to interview an artist. Let's think about what makes a good interview (e.g. active listening, preparing questions, recording responses) and what skills we need to practise (e.g. note-taking).' Also discuss how to capture examples of each tool (e.g. film interview for KCS Hub).
- Highlight the tools selected on the IWB and make notes – save for future reference.
- During the project, ensure that there are opportunities for reflection,

planning time, reviewing progress, checking or ordering resources.

#### **Initial experience:**

- Keep it very open at this stage: e.g. walk in the park; looking at the school environment; looking at cloud patterns; look at patterns in the home; looking at patterns on fabric, leaves etc. Use photos, sketching & notes to record observations, ideas & questions.

#### **The Learning Toolbox:**

- For Year 2, the priority is to build on children's growing understanding of the 6 areas of the Academy Learning Toolbox (ALT) and associated language.
- In order to reinforce and develop the language of the ALT, further support is needed e.g. classroom display of the ALT, adults using the ALT language and modelling, practical examples of each toolset: Communication, Thinking, Creativity, Physical, Social/Emotional and Learning about Learning.
- Continue to notice and draw attention to the Toolsets *during* the learning e.g. 'Those questions showed great Thinking,' 'When you tried a different way to solve that maths problem, that was creative.'
- In planning the project with the children, even though the children are more used to the Toolbox, you will still need to find ways to demonstrate and exemplify the key tools in each toolset that you might need – e.g. for Communication, ask 'Who might we need to talk to about pattern?'

#### **Evaluation:**

- Periodically, the teacher needs to reflect on the general progress of the project with the children, artists and partner teacher. Again, use the Learning Toolbox as a structure and record thoughts on the IWB flipcharts.

#### **Learning Presentations:**

- Plan the purpose, type, timing and audience at the start of the project with the children. The focus is on sharing the process and products of learning.
- Presentations of learning can be during the project rather than at the end. You could elicit the audience's suggestions as to how to continue the project.

#### **Other mini-projects:**

- **Poetry performance project:** the week before half term. Each year group

discussion and journal entries during learning and at the end of particular sections of learning e.g. talking to a learning partner about how well we communicated.

- Use the all Toolsets as starting points for thinking about how well the learning went e.g. 'People found the questions I asked today interesting – this shows I am thinking well.'
- Written teacher comments should be developmental (next steps) & address misconceptions.

#### **Timings/timetables:**

- Time can be devoted to the different subjects according to what is appropriate for the learning and realistic e.g. Geography in this project could be one session weeks on mapping.
- What matters is whether the children achieve valuable learning outcomes in every subject, not how much time is spent. However, learning in depth requires sufficient time so judgements need to be made carefully. In order for a balanced curriculum, choices will have to be made about what the learning priority is for the children at any given time.
- Maximising project-based Mathematics and English and linking subjects where appropriate reduces time pressure.
- Ensure your weekly timetable has a good balance across the Toolbox.

#### **Resources:**

- **Classrooms:** involve the children in the management and maintenance of resources e.g. table leaders, monitors etc. Regularly check that resources are complete and in good condition. Create a culture in which everyone looks after the classroom and recognises that the resources are there to support everyone's learning.
- **Central stores:** think through and check the resources needed well ahead of the lesson – if there are crucial resource gaps, see the relevant Learning Team Leader. Collect your resources before the lesson and return them as soon as you no longer need them. If resources are lost or damaged, inform the relevant Learning Team Leader.
- **Internet and KCA HUB:** make maximum use of this resource to enrich the curriculum e.g. photos, paintings, locations, films etc. Follow the Internet Use Policy – promote safe use but children need as much access as possible.

<p>selects a poem for performance. Once the children have learnt the poem by heart, the focus should be on bringing the poem to life through vocal expression, variety, actions, movements etc. <i>Success criteria for the performance:</i> audible and clear; captures the interest of the audience; all children actively involved. There will be support from performance poet parents in developing the children’s skills and confidence.</p> <ul style="list-style-type: none"> <li>▪</li> <li>▪ <b>Christmas project:</b> learning question: ‘What patterns can we find in the Christmas Story?’ to be explored as part of the main learning project. This will culminate in a learning presentation to the parents towards the end of term. This does not have to be a large-scale production – it can simply present the learning in an interesting and engaging way e.g. using an art form (dance, drama, narrative writing) to show the children’s ideas and observations about story structure and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Library Service:</b> there is a wide range of artefacts and topic-related books that can enrich a project. You can order a box of book and artefacts related to the project through the Camden Library service which the Academy subscribes to.</li> <li>▪ <b>Trips and visits:</b> these are to enrich children’s experience and stimulate thinking. They provide collaborative opportunities for observation, gathering information, note-taking, photography, sketching, interviewing etc. If the visit is at the start of a learning project, this should be seen as a stimulus to thinking – <b>the initial experience should still leave room for children to come up with their own ideas and questions.</b> Trips and visits need to be planned to lead to purposeful learning activities in the classroom. Children need to learn to communicate their findings from trips through blogs, journals, assembly presentations, leaflets, displays etc. Every learning project benefits from at least one visit outside the school gates, whether it is geographical fieldwork, historical research on local buildings, making a collection of environmental colours or a visit to a specific exhibition or museum.</li> </ul>
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LEARNING PROJECTS	GUIDANCE
<b>ENGLISH – COMMUNICATION TEAM</b>	
<p><b>Narrative:</b> Stories with Familiar Settings - <b>The Fox and the Star – Coralie Bickford Smith – Power of Reading: Suggested activities:</b> rewrite the text to show how the mouse could overcome each fear; write an ending to the story; create a story map; track the mouse’s mood through the book using the scale on the map (edgy to petrified).</p> <p><b>Possible links to the learning project:</b> explore the various patterns in the text - a new fear on each page; every fear’s name ends in ‘phobia’; rhyming patterns (three blind mice, hickory-dickory-dock); symbols used to represent fears – one on each page and on the map; repeating pattern of his</p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ You do not need an hour-long, discrete English lesson every day – you do need a balance of writing, reading and speaking &amp; listening across the curriculum.</li> <li>▪ Every day, whether discretely or part of the learning project, there should be some shared reading or writing, guided reading or writing and some independent reading or writing activities.</li> <li>▪ There is a plain A4 book for all writing and writing-related activities; reading is tracked through Home-School reading booklets and guiding reading folders and phonic tracking</li> <li>▪ <b>Power of Reading:</b> some texts are not linked to the learning projects directly and are separate; where possible, link Power of Reading to the learning project.</li> <li>▪ Texts can be articles, e-mails, web pages, diaries, adverts, newspapers, teacher’s own writing as well as books.</li> </ul> <p><b>Discrete:</b></p> <ul style="list-style-type: none"> <li>▪ Skills &amp; knowledge can be learnt/practised separately – not as part of the learning project – but not for an hour daily.</li> </ul>

experiences – he keeps being afraid of things.

**Poetry –Poems to Perform – Julia Donaldson**– use for reading aloud/interpretation and performance poetry. Write poems based on the Fox and the stars – exploring their own fears.

**Whole school poetry performance event before autumn half-term:** your choice of poem should relate in some way to Power of Reading or the learning project. Further guidance in the Power of Reading materials.

**Non-Fiction – Non-chronological reports:**

**Power of Reading suggested activities:** write a report of the mouse journey round the house (or an imaginary trip round the Isle of Fright);

**Learning Project suggested activities:** create a radio programme about Andy Goldsworthy; write a report about man-made and natural patterns they have found to send to Andy Goldsworthy to inspire him for his next sculpture.

**Information texts:** explored within the learning project e.g. Science and History

**Science:** texts about camouflage, patterns in materials;

**History:** texts about art and artists – Andy Goldsworthy.

**Geography:** use the map in Little Mouse’s Big Book of Fears (symbols, colour, labels, scale) – think about the purpose of the map; think about what the map tells us about the different places; create a map of the house to plot his fears using the symbols – how is each place different?

- **Phonics and Spelling:** you will need to practise phonics and explore word families and other features of spelling and word use. It is vital that this is *applied* in children’s reading and writing.
- **Reading:** there need to be times when children choose their own texts to read. Classroom libraries offer the opportunity for children to take responsibility for their own reading choices both for reading in school and as part of PACT. Book marks provide guidance for parents on supporting their child’s reading at home. 20 minutes sustained silent reading daily (PACT book) provides an opportunity for the adults to assess reading skills and manage PACT (track books etc). It is essential that PACT folders are brought in every day by all children.
- **Writing:** some extended writing opportunities come from Power of Reading some will come from non-project activities e.g. reports on events, book reviews or personal narratives of their own choice.

**Project-based:**

- **Phonics and spelling:** Any reading and writing within the project is an opportunity to apply knowledge and skills (phonics, spelling) – children need to be reminded or supported to do this.
- **Reading:** shared and individual reading using project-related texts is an opportunity for exploration at text, sentence and word level. This helps children to apply the sub-skills.
- **Writing:** project-related writing should address different genres with a focus on both accessibility (spelling, grammar, handwriting, basic sense making, etc) and impact (purpose, interest, structure etc). All subject areas are opportunities for extended writing; keep the focus on what makes quality writing whatever the context or purpose e.g. writing about different materials in science or explaining the pattern of celebrations across a year in RE.

**Resources:**

- **Classroom books:** each class has a set of texts allocated that is recorded on the central system. Further texts can be selected from the library by the teacher to boost the class stock during the year – at least every half term .
- **Library books:** Children can also choose individual books through a periodic visit to the school library as a class but these must be processed on the system. Children must not be unsupervised in the library.
- **Camden Library:** fortnightly scheduled visits for Nursery to Year 5.
- **Reading Areas:** every class needs an attractive, well-organised reading area to promote the enjoyment of reading. Class librarians should be trained to maintain this area. It should be used e.g. during individual reading time or guided reading etc.
- **Power of Reading books:** these are stored in the guided reading room and must be processed and returned - they must not go home.
- **Every class should have:** Power of Reading guidance book; Letters and Sounds; Grammar for

	<p>Writing; Spelling Bank; Y2-3 Exemplification for Spelling; Guided Reading Folder.</p> <ul style="list-style-type: none"> <li>▪ <b>Writing resources:</b> a tray with pots for pencils, pens, rulers, coloured pencils and sharpeners needs to on every group's table and maintained by the children.</li> </ul>
<b>MATHEMATICS – THINKING TEAM</b>	
<p><b>Pattern can be explored in each strand of mathematics:</b></p> <p><b>Counting and understanding number:</b></p> <ul style="list-style-type: none"> <li>▪ Comparing groups organised by pattern e.g. spots on dice, objects organised in different patterns etc.</li> <li>▪ Build on Year 1 work on colour sequences using beads, cubes or pegs. How many different ways can 3, 4, 5 different coloured beads be set out? Is there a pattern?</li> <li>▪ Spotting, exploring and creating number patterns: Is it increasing or decreasing? Is there a pattern in the odd/even numbers? What do have to do to get the next number? E.g. 1, 3, 6, 10, 15, 21, 28, 36... Represent number patterns in different ways e.g. bar chart, physical apparatus etc.</li> </ul> <p><b>Number facts:</b></p> <ul style="list-style-type: none"> <li>▪ Representing number bonds to 20 using coloured unifix; showing the increasing/decreasing pattern of each addend;</li> <li>▪ Represent multiples of 2, 3, 4, 5 etc on a graph – exploring and comparing the patterns.</li> </ul> <p><b>Calculating:</b></p> <ul style="list-style-type: none"> <li>▪ Exploring patterns in multiples using the hundred square.</li> <li>▪ Exploring patterns in the multiplication square.</li> </ul> <p><b>Geometry:</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ You do not need an hour-long, discrete Mathematics lesson every day – you do need a balance of skill development and practice, oral and mental maths, problem-solving, investigations and maths across the curriculum. There needs to be a balance across the seven strands: using and applying maths, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and handling data.</li> <li>▪ The Camden Framework provides the structure and progression in planning mathematics by allowing you to map out the content and objectives clearly. However, the Framework must be seen as a starting point and resource rather than a strait jacket.</li> <li>▪ Dialogue is central to effective mathematics: paired talk, group discussion, questioning and explaining methods and reasoning are vital.</li> <li>▪ Collaborative problem-solving and investigations – using meaningful contexts – promote mathematical thinking and the construction of shared meanings.</li> <li>▪ Puzzles, games and challenges are motivating, can be chosen to reinforce particular skills and knowledge and allow for collaborative learning (e.g. Skemp's mathematical games).</li> <li>▪ Look at the current unit within the Framework; if possible, find contexts within the learning project or at least ones that are meaningful and purposeful. Annotate the unit plan to show the sequence of teaching; you can use the learning project medium planner if you need to change the unit plan significantly.</li> <li>▪ Written teacher comments in books should focus on developmental advice (next steps) and address any ongoing misconceptions.</li> </ul> <p><b>Skill development/practice:</b></p> <ul style="list-style-type: none"> <li>▪ Although Mathematics skills often needs to be taught discretely, look for opportunities to use the classroom, school, home or King's Cross environment as a context e.g. sorting resources, grouping children etc. or find cross-curricular opportunities to apply skills e.g. measurement in Science and cookery.</li> <li>▪ Mental and oral starters should be focused (5-10 minutes) and active.</li> <li>▪ Mental and oral maths can be used to: rehearse skills; recall knowledge; refresh previous learning; refine methods and procedures; read vocabulary, symbols etc; reason with evidence.</li> <li>▪ Recording: there should be a range of types of recording, not just 'sums'. There needs to be self and peer assessment and notes alongside the maths.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Exploring symmetrical patterns e.g. ladybirds, butterflies, pegboards etc; use mirrors.</li> <li>▪ Explore tessellation and repeating patterns e.g. what pattern of shapes is there on a football, on the hall floor, on a brick wall etc?</li> <li>▪ Explore different brick bonds.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>▪ Explore the height of the children in the class – is there a pattern or is it random? Is there a pattern in children’s hand-spans and height?</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>▪ Collect data over time e.g. growing plants, temperature in classroom, number of children in school each day etc. is there a pattern in the data? Create graphs to help sport patterns.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skill development and practice is recorded usually in the squared books (though sometimes calculations should be carried out on plain paper so that children are required to use their understanding of place value!).</li> </ul> <p><b>Problem-solving/enquiry:</b></p> <ul style="list-style-type: none"> <li>▪ All mathematics can be explored through collaborative problem-solving and enquiry.</li> <li>▪ Children need to learn how to organise collaborative activity – they need to listen to each other, to ensure that everyone contributes, to challenge each other’s thinking, to ask for evidence and to explain reasoning. They also need to seek agreement as they work. These expectations need to be discussed, reinforced and modelled by the teacher.</li> <li>▪ Recording: the process of the enquiry should be clear from the recording; children’s thinking should be made explicit including questions they may have or conclusions they have drawn; there should be self and peer assessment.</li> <li>▪ Problem solving and enquiry is recorded usually in plain books.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Classroom resources for mental work: number fans, flip-flops, counting stick, place value cards, number lines, whiteboards, are all essential interactive resources for oral and mental work. They should be used regularly, varying approaches. Children should become used to using these resources efficiently and thoughtfully.</li> <li>▪ Other resources need to be accessible, labelled (words and pictures) and well-organised: multilink, unifix, various sorting objects, set loops, compare bears, calculators, small and large dice, 2D and 3D shapes, money, rulers etc.</li> <li>▪ Central resources: Dienes, Cuisenaire, weighing scales and weights, timers, measuring cylinders etc.</li> </ul>
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**SCIENCE – PHYSICAL TEAM**

<p><b>How does pattern make our world?</b></p> <p><b>Use of everyday materials</b></p> <p><b>Link to Andy Goldsworthy sculptures.</b></p> <p>Pupils should be taught to:</p> <p>§ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and</p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ Children need to explore and challenge their current understanding of scientific concepts and develop the appropriate language based upon understanding.</li> <li>▪ Dialogue is fundamental in helping children to explore, develop and clarify their ideas.</li> <li>▪ <b>Science teaching needs to develop key skills:</b> <ol style="list-style-type: none"> <li>1. PLANNING: asking questions, using first-hand experience and information to answer questions, make predictions, identify fair and unfair tests;</li> <li>2. COLLECTING AND USING EVIDENCE: following instructions for safety, exploring using the senses, measuring, recording, communicating findings;</li> <li>3. EVALUATING EVIDENCE: comparing and interpreting data, identifying patterns, comparing to predictions and explaining outcomes, evaluating and presenting learning</li> </ol> </li> </ul>
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cardboard for particular uses

§ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Suggested activities:

Use Andy Goldsworthy as a starting point to identify different materials he uses in his sculpture.

#### NC Guidance

Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass).

They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials.

Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.

Pupils might work scientifically by: comparing

#### ***Skill and knowledge development:***

- Science skills and knowledge can sometimes be taught discretely but look for opportunities to use the classroom, school or home environment as a context e.g. materials in the school, growing etc. or find cross-curricular opportunities to apply skills e.g. exploring patterns of growth.
- Shorter sessions can introduce children to specific scientific skills e.g. observing using a magnifier. The need for careful recording of observations (drawings, photos, diagrams, measurements, notes and descriptions etc) can be emphasised as well as careful and accurate use of scientific vocabulary.
- Key knowledge can be introduced in shorter sessions through practical demonstrations and direct experience.
- Recording: focus on children's scientific thinking rather than just factual information. Science should be recorded in the Project Book.

#### ***Scientific enquiry:***

- Science needs to be mainly taught through investigation and enquiry (Sc1).
- The investigative cycle: children need to have some initial experience, generate possible investigation questions, decide which question/s to pursue, make hypotheses, design appropriate tests, make predictions, collect results, draw and communicate conclusions.
- Children should have the opportunity to go through the entire cycle at least once a term.
- Parts of the cycle can be developed separately e.g. drawing conclusions from data provided by the teacher; generating possible questions; planning possible fair tests etc.
- Children need to learn how to organise collaborative activity – they need to listen to each other, to ensure that everyone contributes, to challenge each other's thinking, to ask for evidence and to explain reasoning. They also need to seek agreement as they work. These expectations need to be discussed, reinforced and modelled by the teacher.
- Recording: the process of the enquiry should be clear from the recording; children's thinking should be made explicit including questions they may have or conclusions they have drawn; there should be self and peer assessment.

#### ***Growing:***

- During the year, your year group is responsible for maintaining a planter. This will involve planting, watering and tending flowering plants e.g. bulbs such as daffodils, snowdrops etc with the support from a gardener from the Skip Garden.
- Before planting bulbs, children should observe them (drawing, photo, measuring, labelled diagram etc); they should predict when they think the bulbs will show signs of growth; discuss how to plant the bulbs; create labels for the bulbs.
- You will need to have a group of gardeners to plant the bulbs either with the teacher or TA.

the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

***Growing at King's Cross Academy:***

***Sc2: Children need to...***

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

***Suggested activities:***

- Explore the patterns on different types of leaves; what makes the patterns? (veins transporting what?).
- Explore patterns of leaves/branches on the stem/trunk.
- Explore the environment that plants need.

- Every few weeks, a group of gardeners can check on the bulbs.

***Resources:***

- Classroom resources for scientific work (to be purchased if not currently available): hand lenses, magnifiers, microscope, containers, sorting trays. Children should have access to some scientific, especially observational, equipment at all times.
- Central resources: force meters, datalogging equipment, pooters, pipettes, beakers, mirrors, lenses, prisms, light-box, torches, electrical apparatus, anatomy models, teeth hygiene materials, varied materials, ramps etc. Some non-fiction books available in the library and from the Camden Library Service.



<b>COMPUTING – CREATIVE TEAM</b>	
<p><b>How does pattern make our World?</b></p> <p style="text-align: center;"><b>Communication and Creativity</b></p> <p><b>How can we use the Learning Toolbox?</b></p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>▪ Explore the Toolbox on the IWB.</li> <li>▪ Discuss how they might collect examples of learning to go on the Virtual Toolbox.</li> <li>▪ Use multimedia to create stills/short films of each area of the learning toolbox.</li> </ul> <p><b>Combine a range of media to make a poster or document relating to topic work, covering the key skills and success criteria below:</b></p> <p><b><u>Communicating With Text &amp; Multimedia</u></b> (e.g. 2Type, Clicker 5, 2Create a Superstory, 2Publish+, MS Word, Photostory 3, www.purplemash.com, Infant Video Toolkit2, Musical Monsters, 2 Do it Yourself) §I can use a word processor for writing.</p> <p><b>Digital Photography &amp; Video</b></p> <ul style="list-style-type: none"> <li>·I can use a digital still or video camera to take a picture or record my work.</li> <li>·I understand the need to frame an image or scene and keep the camera still</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ Specific skills outlined in the ICT scheme should be applied in other curriculum areas/projects. The ICT suite should be used for a minimum of 45 minutes per week in KS1 and 60 minutes in KS2 (outlined in the ICT timetable). Further time in the suite can be booked using the ICT diary in the staffroom.</li> </ul> <p><b>ICT learning at King’s Cross Academy focuses on the following key skills:</b></p> <ul style="list-style-type: none"> <li>▪ Communication and handling information. (e.g. mail, mangodata, web casting, digital blues, KCA HUB)</li> <li>▪ Designing, developing, exploring and evaluating models of real and imaginary situations (e.g CD ROMS, internet sites, blogs)</li> <li>▪ Measuring and controlling physical variables and movement (e.g. scientific sensory logs, roamers, bee-bots, logo)</li> <li>▪ Making informed judgements about ICT applications and information presented through use of ICT.</li> <li>▪ Exploring attitudes and giving views towards ICT.</li> </ul> <p><b>ICT as a cross-curricular tool</b></p> <ul style="list-style-type: none"> <li>▪ Learners at King’s Cross Academy should apply ICT capability to support and enhance their learning across the curriculum.</li> <li>▪ Through continuous access to well-organised ICT, learners at King’s Cross Academy can choose to use ICT to assist their learning at any time, just as they might switch on a light when needed.</li> <li>▪ Teachers must plan opportunities for learners to make informed decisions on the best ICT for a particular learning task.</li> <li>▪ Learners must have opportunities for learning collaboratively using ICT. The IWB, a classroom computer, digital cameras and other technology should be used as tools to support collaborative learning in almost every lesson.</li> </ul> <p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ It is the responsibility of staff and children at King’s Cross Academy to know and follow the rules for computer and Internet use.</li> </ul> <p><b>Moving towards the future – the KCA HUB and the Virtual Learning Toolbox:</b></p> <ul style="list-style-type: none"> <li>▪ Staff must promote a positive, forward-looking attitude to ICT. Every learner including staff to have a personal web space as part of the KCA HUB. The KCA HUB aids communication &amp; helps make</li> </ul>

·I can choose a picture that will go well with my work  
·I can talk about the pictures or film I have taken and the tools I used

### **Audio**

(e.g. musical monsters)

§I can record sounds using a machine or software.

§I can add voice recording to photographs.

§I can make a simple song using buttons in a program.

§Graphics

(note: skill development using graphics packages is covered in the modelling and simulation strand)

§I can use ICT to create art work and make it better.

### **Publishing & sharing Work**

§I can save and print my work.

·I can find my work and change it to make it better.

### **Sensing and Monitoring**

Suggested activities:

Link to Little Mouse's house. Collect different sound levels around the school (e.g. kitchen, staffroom, classroom etc). Make predictions, use data logger to test.

**Use a data logger either log changes in sound or temperature and over time, covering the key skills and success criteria below:**

·I can use a sensor/data logger with help to collect

connections across the learning community.

- Virtual Toolbox: examples of effective learning using the tools in the Learning Toolbox will be collected and uploaded to the Virtual Toolbox. This will provide an invaluable bank of exemplars to help children assess their own learning skills and to select learning tools during the planning phase. The Virtual Toolbox communicates our view of effective learning to parents.

### **Resources:**

- Classroom resources for ICT: it is essential that every class has the capacity to capture learning for assessment and for the Virtual Toolbox. Children need access to a digital camera, digital video and recording equipment (e.g. speakerphones etc). Control technology (beebots, Roamers etc) should be available in Foundation and KS1. IWBs are to be used by children during group work rather than just as a presentation tool.
- Central resources: lap-tops; Suite: PCs, IWB, e-microscopes, scanner; dataloggers (Science); quizzdoms, visualisers.

information.	
<b>PHYSICAL EDUCATION – PHYSICAL TEAM</b>	
<p style="text-align: center;"><b>PE</b></p> <p><b><i>How can awareness of pattern in dance contribute to developing our creative skills? How can we create gymnastic patterns?</i></b></p> <p><b>1<sup>st</sup> half: Games (in Handyside Sports Pitch) –</b> Throwing &amp; catching, inventing individual games;  <b>Dance –</b> Create and perform dances using simple movement patterns, including those from different times.  <b>2<sup>nd</sup> half: Games –</b> Aiming and hitting games, making up games with a partner <b>Gym –</b> choose and link skills and actions of varying levels in short movement phrases in small groups.</p> <p style="text-align: center;"><i>Refer to Val Sabin for games and dance ideas</i></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ In P.E., children develop their knowledge, understanding and skills through activities that involve them in planning, performing and evaluating their work. These processes are reflected in the following six aspects of P.E.: <i>planning and performing, linking actions, improving performance, relationships, making judgements and health related exercise</i></li> <li>▪ Make links where possible, into other curriculum areas (e.g. link two art forms dance and poetry – creating a poem about colour and use as a stimulus for dance)</li> <li>▪ Design learning experiences for the needs of all children, differentiating where necessary. All children must participate in PE.</li> <li>▪ Ensure children wear an appropriate P.E. kit for all lessons (white or blue t-shirt, shorts, appropriate footwear and no jewellery). Staff should at least wear suitable footwear (if possible, change into a PE kit).</li> <li>▪ Promote positive attitudes of sensitivity, co-operation, competition and tolerance.</li> <li>▪ Encourage the drinking of water during all physical activities and promote the eating of nutritional and healthy snacks after physical activity in accordance with King’s Cross Academy’s Food Policy (no chocolate, crisps or fizzy drinks).</li> <li>▪ Provide for lots of activity and maximum involvement – do not play full-sided games (e.g. 11-a-side football) where the weaker players will have little contact with the ball. Use skill practice e.g. grids and small groups.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Central resources: a range of equipment is available in the PE store (in the small hall). Children are not allowed in the PE store unsupervised.</li> <li>▪ Lunchtime supervisors and Play Leaders are responsible for maintaining lunchtime and playtime resources.</li> </ul>

## ART AND DESIGN – CREATIVE TEAM

**Sketchbook focus: How do we use a sketchbook to collect visual and other information to help develop our ideas about colour?**

**Suggested activities:**

- Introduce and discuss the ground rules for sketchbooks (add or amend using children's ideas).
- Collect patterns from the environment: link to ICT - Record pattern experiences and observations using photography e.g. children photograph 10 different patterns during an environmental walk; use other media e.g. pencil, charcoal, crayon, rubbing etc.; link to English - describe the patterns as precisely as possible in a report to send to Andy Goldsworthy.
- Using magazines to collect different patterns and stick them in.
- Explore shading techniques that involve pattern e.g. cross-hatching, parallel lines, zig-zags, circular shading etc. Look at sketchbooks by Henry Moore etc. to compare techniques.

**Sculpture focus:**

**Suggested activities:**

- Using the exploration of materials to help decide how to create a sculpture e.g. do we need rigid, flexible materials? How can we join different materials? Etc.
- Use Andy Goldsworthy as a stimulus for natural sculpture e.g. using leaves, twigs, branches, stones, pebbles etc. Consider the surrounding environment for the sculpture; how long they want it to last; whether it will

**General:**

- Children need to develop artistic skills and techniques but also *apply* these creatively.
- **The key elements of Art are:** pattern, texture, colour, line, tone, shape, form, and space.
- Each artistic medium used (painting, drawing, textiles, clay sculpture etc) needs to be explored and played with in order that children can use it creatively. Some exploratory sessions e.g. mark-making, getting used to the texture and 'feel' of clay, experimenting with different weaving techniques etc will help to develop confidence and a sense of the options available in different media.
- Most artistic work starts with some sort of stimulus and observation. There can be plenty of observational work before moving on to a creative piece e.g. observing the leaves of different plants (colour, pattern, texture etc) could lead to a creative piece drawing on one element and transforming it e.g. the pattern of a leaf transformed into an abstract design.
- Art stimuli could be something seen, felt, heard or touched; something to stimulate the memory or imagination.
- **Colour:** children can explore primary (red, blue, yellow) and secondary colours (orange, green, violet) that can be made by mixing two primary colours. Limit the range of colours available to encourage exploration. The double primary system limits colours to: warm – brilliant yellow, crimson, brilliant blue; cold – lemon yellow, vermilion, turquoise plus white and Prussian blue (instead of black).
- **Textiles:** children should explore the qualities of different materials e.g. rough, smooth, shiny, stretchy etc. Textile practices include: fabric construction (e.g. card weaving), dyeing, surface decoration, printing, 3D work.
- **Sketchbooks:** these are a key part of art teaching – children should be developing their sketching skills and learning how to use a sketch book to record observations, ideas, colours, patterns etc. Sketchbooks should include notes and comments and questions from peers and adults.
- **Key purposes of sketchbooks:** to explore objects in detail; to capture observations of people, animals and places; to develop ideas for an artwork; to develop ideas for a structure or sculpture; to explore techniques e.g. mark-making, shading, showing light, dark and shadow; to explore the elements of art including pattern e.g. recording different patterns on bark, leaves etc.
- **Sketchbook Ground rules:** it is essential that children know, discuss and refer back to the ground rules for using sketchbooks:
  1. *Be clear about the purpose of what you are doing in the sketchbook.*
  2. *When collecting observations from the environment or objects, always look closely and carefully.*

<p>change with the weather; will people touch it? Record using photography or film. Take photos at different times of day to show it in different lights.</p>	<ol style="list-style-type: none"> <li>3. <i>Use different media to collect observations: pencil, crayon, photos etc.</i></li> <li>4. <i>Stick things in that might help e.g. leaves, fabric, papers etc.</i></li> <li>5. <i>Be creative – make your sketchbook interesting to look at.</i></li> <li>6. <i>Make notes and collect other people’s comments and suggestions.</i></li> </ol> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Classroom resources: we need to develop effective art resource areas in every classroom – paints, a range of paintbrushes, palettes, water pots, pastels or chalks, black pens, drawing pencils, charcoal, crayons, a range of papers, paste, glue and glue sticks, digital camera etc.</li> <li>▪ Central resources: clay and tools, artefacts, sculptural materials, visual resources, art books, printing and rollers, sponge brushes, inks, watercolour paints, lino-cutting equipment, collage materials, modelling materials, textile materials and equipment e.g. needles, plasticine, photography equipment etc.</li> <li>▪ Environmental resources: the school building, the local environment, museums, galleries, places of interest.</li> <li>▪ Artists-in-residence: Daniel Baker (Cubitt Artists) – visual arts including graphic arts and animation; Chloe Purcell (Little Angel) – puppetry.</li> </ul>
<p><b>DESIGN and TECHNOLOGY – PHYSICAL TEAM</b></p>	
<p><b>Learning question: ‘How is pattern used in design?’</b></p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Link to Art: emphasise the D&amp;T aspects of sculpture: exploring different materials, joining, finishes and the aesthetic effect of creating and combining different patterns.</li> <li>• Cooking: Vegetable kebabs: link to mathematics (pattern – sequencing colours; repeating patterns; predicting). Cooking resources available – system being developed; support for cooking available from TAs e.g. Ms O’Hara.</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ <b>The three types of D&amp;T activity are:</b> <ol style="list-style-type: none"> <li>1. Investigating and Evaluating Products;</li> <li>2. Focused Practical Tasks;</li> <li>3. Design and Making Activities.</li> </ol> </li> <li>▪ <b>The classic design journey:</b> 1 – problem identified; 2 – early ideas generated; 3 – develop and research ideas; 4 – choose the idea to be made; 5 – making; 6 – testing and evaluating; 7 – modifying and improving.</li> <li>▪ <b>Materials:</b> children need experience in working with different materials – wood, metal, plastic, paper, fabric etc – exploring the way different materials can be joined, shaped and finished.</li> <li>▪ <b>Children need to explore these aspects of materials:</b> <ol style="list-style-type: none"> <li>1. the different physical and aesthetic qualities of materials.</li> <li>2. how different properties of different materials lead to different uses.</li> <li>3. how different properties of materials require different tools and techniques (e.g. joining, linking, strengthening).</li> </ol> </li> </ul> <p><b>Key concepts/techniques of D&amp;T:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Energy sources:</b> batteries, elastic bands (twisted or stretched), human energy (pushes and pulls),</li> </ul>

	<p>water power (water wheel), pneumatic or hydraulic (syringe pumping air or water), gravity (a counter-weight to lift something).</p> <ul style="list-style-type: none"> <li>▪ <b>Dynamic structures:</b> mechanisms with moving parts such as see-saw, levers, pulleys and gears.</li> <li>▪ <b>Static structures:</b> buildings, towers, sculptures and models.</li> <li>▪ <b>Control:</b> mechanical and electrical devices to control movement e.g. switches, levers, sensors etc.</li> <li>▪ <b>FOOD Science:</b> we need to develop children’s skills, knowledge and understanding of cooking in a systematic way that allows them to build progressively as they move through the school. We are working towards at least 12 hours per year of cookery experiences for every child.</li> <li>▪ <b>The 5 key aspects of food technology:</b> Food Hygiene; Nutrition; Properties of Food (how food changes, how to prepare different foods – measuring, mixing, cooking, preserving etc); Tasting and Testing; Production Processes.</li> <li>▪ <b>COOKING: 3 core recipes (minimum required)</b> bread rolls, mixed fruit crumble, honeyed vegetable kebabs.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Food Science Room:</b> should include craft knives, steel rulers &amp; mats, construction tools, wood, plastics, card, glue guns, bench hooks, saws, drills, materials for wheels &amp; axles, wire, propellers, motors, pulleys, gears, syringes (for hydraulics &amp; pneumatics) etc.</li> </ul>
<b>HISTORY – COMMUNICATION TEAM</b>	
<p><b>How does pattern make our world?</b></p> <p><u>Suggested activities:</u></p> <p>Study of a historical figure: Andy Goldsworthy (born 1956, link to Art) and Ada Lovelace (link to computing curriculum).</p> <p>Study key points in life.</p> <p>Compare different time periods with present day.</p> <p>Watch video clips, take notes to create a non-fiction text (link to literacy).</p> <p>NC guidance:</p> <p>Children should learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some</p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ <b>The 5 key elements of history:</b> chronology; historical knowledge and understanding; historical interpretation; historical enquiry; organisation and communication.</li> <li>▪ Children need to ask questions about aspects of the past &amp; think about whether/how they can be answered. Some questions will be factual e.g. ‘When was Goldsworthy born?’ others will be opinion e.g. ‘Why did Goldsworthy love sculpture?’ Factual questions can be researched on the internet. Opinion-type questions are investigated using evidence e.g. looking at his work.</li> <li>▪ <b>Chronology:</b> relating periods of history to children’s own lifespan and those of their families e.g. Goldsworthy was born before my parents were born. Explore a person’s life or a series of events e.g. an idea of why Goldsworthy became an artist.</li> <li>▪ <b>Knowledge and understanding:</b> being able to talk or write about a historical figure – when and where they lived; what they achieved; their life’s work; to talk or write about events or a series of events. Where there is a meaningful purpose for the historical investigation (e.g. Goldsworthy gallery), the knowledge and understanding comes alive rather than being inert facts.</li> <li>▪ <b>Historical interpretation:</b> exploring how we can say things about the past – using different sources of evidence and understanding what they tell us. Recognising that evidence can be from different perspectives e.g. as Goldsworthy is still alive, is the available evidence different? Can we check or</li> </ul>

<p>should be used to compare aspects of life in different periods.</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>learn more? Photographs, paintings can give a false impression. Primary sources are from the time itself or directly from people involved. Secondary sources are removed from the event or time e.g. writing by those indirectly involved. Should we believe everything we see in primary/ secondary sources?</p> <ul style="list-style-type: none"> <li>▪ <b>Historical enquiry:</b> generate interesting questions that will lead to in-depth enquiry e.g. ‘What kind of an artist was Matisse?’</li> <li>▪ <b>Organisation and communication:</b> learning how to collect information, ideas, evidence etc and present it clearly in writing, verbally or through pictures, diagrams, maps, tables etc.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Artefacts, books, photos, films:</b> sourced largely from Camden Library Services, the internet and children’s homes.</li> <li>▪ <b>Environmental resources:</b> the school, local buildings, museums, galleries, local people, staff etc.</li> </ul>
<b>GEOGRAPHY – COMMUNICATION TEAM</b>	
<p><b>How does pattern make our world?</b></p> <p>Geographical skills and fieldwork (link to maps of little mouse’s house – Power of Reading).</p> <p>Suggested activities:</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries (revision from year 1), as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Link this to locations in the Little Mouse’s house.</p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ <b>The 4 key elements:</b> places; patterns &amp; processes; environmental relationships and issues; geographical enquiry and skills.</li> <li>▪ <b>Places:</b> Ask questions about aspects of local/global places. Begin to identify key features and make comparisons.</li> <li>▪ <b>Patterns and processes:</b> exploring why places are as they are, why people live where they do, how places have changed and why, why businesses and other amenities are located where they are, impact of weather and other physical conditions.</li> <li>▪ <b>Environmental relationships and issues:</b> exploring children’s and other people’s different views about the local environment and change; the impact of environmental change e.g. pollution, climate change, recycling and waste etc. Exploring how to manage the environment e.g. promoting bicycle use and walking to school.</li> <li>▪ <b>Enquiry and skills:</b> generating questions worth investigating. Make direct observations about places and the environment and use maps, atlases and other secondary sources. Use simple equipment e.g. anemometer (wind measure).</li> <li>▪ <b>Recording:</b> notes, ideas, questions, plans for enquiries, sketch maps, observations and journals from fieldwork, data collected e.g. questionnaires, traffic count, tables and charts (link to Handling data). Geographical conclusions and thinking can be used for some meaningful purpose and</li> </ul>

<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Link this to locations in the Little Mouse's house.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Link to computing (data loggers). Compare with Little Mouse's house.</p>	<p>presented persuasively as a leaflet for a particular audience, a web blog, a poster, a letter to local politicians etc.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Maps, atlases, plans, photos, films:</b> sourced largely from Camden Library Services, the internet and children's homes.</li> <li>▪ <b>Environmental resources:</b> fieldwork in the school grounds, King's Cross estate, trips, local people etc. Weather instruments etc.</li> </ul>
<b>MUSIC – CREATIVE TEAM</b>	
<p><b>'How is pattern used in music to create different effects?'</b></p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Link to English: compose music to accompany the fox and the stars-related poems written by the children e.g. how can we create suspense, surprise, sense of fear etc? How can we show 'edgy', 'petrified' in sound? Use sound effects e.g. scrape a grater (winding a clock), brush on newspaper (wind), wet cork on glass (bats) etc. Decide on the pattern of the music – which section will come first? Will there be repeats?</li> <li>• Using graphical scores (lines, symbols etc) to represent the pattern of the music composed.</li> <li>• Explore repeating patterns (e.g. ostinato) that could be used 'underneath' the composition e.g. whispering 'the mouse is afraid...the mouse is afraid.'</li> <li>• Explore rhythmic patterns e.g. how many different patterns can we create that fit into</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• Music will be taught as part of 'Colourstrings' The class will be split in half, one group will remain with the teacher and the other will attend 'Musicianship' with a TA. They will swap after 30/45 minutes.</li> <li>• <b>Composition and performance:</b> there are weekly singing assemblies alongside Colourstrings, teachers should promote music in class where there is a link to the project e.g. listening to Tudor music.</li> <li>• <b>Instrumental tuition:</b> Years 1-3 recorders and another instrument. All children will be offered small group music teaching (3 to a group) which will take place with Colourstrings tutors before school, in the afternoon and after school.</li> <li>• <b>Listening and appraising:</b> there are many opportunities in learning projects to develop children's skills in listening closely to music, commenting and responding using different media.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Music room:</b> a range of tuned/untuned instruments. Recordings for listening &amp; appreciation.</li> </ul>



<p>4 beats? (clapping, untuned percussion etc).  Link to Mathematics: counting beats;  exploring rhythmic patterns and sequences;  repeating patterns of rhythms.</p>	
<b>PSHE – THINKING TEAM</b>	
<p><b>PSHE links to the learning project:</b></p> <ul style="list-style-type: none"> <li>▪ Keeping safe – home and outside</li> </ul> <p>See Camden PSHCE scheme of work.</p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ Many of the themes of PSHE can be addressed in the day-to-day practice and organisation of the class and school e.g. hygiene through washing hands before lunch; identity by exploring languages spoken at home etc.</li> <li>▪ <b>During key stage 1</b> pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.</li> <li>▪ They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well; take some responsibility for themselves and their environment, and begin to make informed decisions; learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class &amp; school community, they learn social skills, take turns, play, help others, resolve arguments &amp; resist bullying.</li> <li>▪ They begin to take an active part in the life of their school and its neighbourhood.</li> <li>▪ <b>Personal learning</b> is about developing a sense of identity &amp; confidence. Children develop their own distinctive characters, learning to take responsibility, show commitment &amp; leadership, acting as a role model &amp; contributing to the community.</li> <li>▪ <b>Social and emotional learning</b> is one of the six areas of the Learning Toolbox. We believe that ALL learning involves emotions and almost all learning is social. Children need to become aware of their emotions and learn to manage them. They need to develop the skills to work with others, to show leadership and to make decisions.</li> <li>▪ <b>Health education</b> developing understanding &amp; awareness of choices involved in healthy eating, drugs, sex &amp; relationships.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Photos, images, artefacts, stories etc:</b> from the internet, Camden Library Service, staff, home. Guidance held centrally.</li> </ul>
<b>RELIGIOUS EDUCATION – THINKING TEAM</b>	

**‘What patterns are there in life?’**

**Focus: festival and celebration.**

**Suggested activities:**

- Link to English/PSHE/Music: Mapping the pattern of a year in terms of the children’s emotional highlights – birthday, Christmas, Eid, Hannukah, Diwali. Personal highlights in children’s lives e.g. new baby sister, learning to swim, a new class. How are these events celebrated? What does celebration mean?
- What events do religions celebrate or mark with festivals? Diwali, Hannukah, Guru Nanak’s birthday, Eid, Christmas etc.
- **‘What patterns are there in the Christmas story?’** Explore the Christmas learning question as part of a wider exploration of the patterns in religious and personal celebrations and festivals across the year.
- Map the feelings of the characters as they progress through the Christmas story (in the same way that the mouse’s feelings were mapped in English). How do they change? How does the mood of the story change and how does it end?

**General:**

- We follow the Agreed Syllabus for Camden schools. Children learn about aspects of the major religions & systems of thought. They explore beliefs but belief does not have to be religious— people can be wise and live considerate lives without organised religion. Everyone can experience the wonder of the world and life; and think about moral issues, learning about other people.
- The main aim is for children to understand and respect what different people believe, drawing attention to the moral issues that all religions, systems of thought and philosophies address.
- Children should see the commonalities between different sets of beliefs as well as recognising the differences.
- RE is not just learning facts; you reflect on your own beliefs & attitudes, recognising that not all questions can be answered.
- In trying to understand the beliefs of others, we can become more tolerant. In a diverse school like King’s Cross Academy, people with different beliefs need to learn together and learn about each other.
- RE is not just about the world religions. It also involves reflecting on the world, on nature, on science and the universe to appreciate the incredible variety and beauty that we can experience if we notice it. Becoming aware of the incredible complexity of many things—like the human brain— can be awe-inspiring. At the same time we can learn to appreciate simplicity & quiet. Meditation is not just for religious people who believe in god/s. We can all learn to be calm and reflective.
- As children move through the school, they should begin to engage with difficult moral issues such as how we might respond to the suffering of others. Areas that religious education can consider include: death and grief; loss; how we celebrate; people who help us; conflict; things that are important to us; our families.
- Some of the ways that we teach RE include: discussion, drama and role-play, using puppets, reflecting quietly, watching videos or looking at photographs, creating art to show our feelings or ideas. We also visit places of worship from time to time to understand how different people practice their religion.
- Assemblies explore stories from the major religions and systems of thought as well as non-religious stories about moral issues or the nature of the world.

**Resources:**

- **Artefacts, photos, books, films, puppets etc:** from Camden Library Service, internet, some held centrally.
- **Environmental resources:** visits to religious places of worship, visitors (vicars, rabbis, imams, monks etc).