



### Year 3 – Curriculum Map: Autumn Term

#### Learning Questions: 'What is London like?' 'What kinds of changes are there?'

**General guidance:** also see 'Guide to Planning and Teaching Using the KCA 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.

**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, tasting different foods etc. Use photos, sketching & notes to record observations, ideas & questions.

**The KCA Learning Toolbox:**

- **For Year 3, children should already have a basic grasp of the Learning Toolbox – we should now be looking to develop deeper understanding and awareness of more approaches within each of the 6 toolsets.**
- Children need to articulate their own understanding of the different approaches to learning in increasing depth but still require support e.g. classroom display of the toolbox, adults using the toolbox 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, as the children become more confident in using Toolbox, as much responsibility as possible can be given

**How to approach the Learning Questions:**

**'What is London like?'**

- This needs to draw on children's existing understanding of their local environment as well as establishing the concept 'London' as a wider and more complex locality with different parts.
- Part of the project is finding and understanding more about London through observation and research; part of it is giving a personal response and exploring other people's opinions.
- Above all, this is about looking at the local and wider environment with curiosity and interest

**'What kinds of changes are there?'**

- The concept of change can be interpreted in many ways across the curriculum.
- Children can begin to see that change is all around us and that it can be positive or negative, often depending on how we respond to it.
- **Dealing with change is a key life skill that is worth exploring.**

**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 Virtual Toolbox on KCA HUB).
- Highlight the tools selected on the IWB and make notes – save for future

to the children but 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 London?’

#### **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 in the Learning Journal. Return to IWB flipcharts and add further notes.

#### **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.

#### **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.

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

- **Poetry performance project:** the week before half term. Each year group 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, BSL etc. *Success criteria for the performance:* audible and clear; captures the interest of the audience; all

reference.

- During the project, ensure that there are opportunities for reflection, 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.

#### **Resources:**

- **Classrooms:** involve the children in the management and maintenance of resources e.g. table leaders 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.
- **Islington Library Service:** there is a wide range of artefacts and topic-related books available from this service that can enrich a project.
- **Trips and visits:** 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 – the initial experience should still leave room for children to come up with their own ideas and questions. 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

<p>children actively involved.</p> <ul style="list-style-type: none"> <li>▪ <b>Christmas project:</b> learning question: ‘What does Christmas tell us about change?’ to be explored as part of the second 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 change as reflected in the Christmas story.</li> </ul>	<p>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.</p>
--	---

LEARNING PROJECTS	GUIDANCE
<b>ENGLISH – COMMUNICATION TEAM</b>	
<p><b>Poetry:</b> Power of Reading - A Foot in the Mouth – Poems to Sing , Shriek and Shout:</p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>▪ See Power of Reading guidance.</li> </ul> <p><b>Whole school poetry performance event before autumn half-term:</b> your choice of poem should relate in some way to Power of Reading or the learning project.</p> <p><b>Non- Fiction:</b> Reports – link to the learning project ‘What is London like?’</p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>▪ Collecting information, observations, notes, photos, sketches etc about a visit to a location in London e.g. looking down at the KX estate from high up, visit PRS roof garden</li> </ul>	<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 PACT home booklets and guiding reading folders;</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> <li>▪ <b>Phonics and Spelling:</b> you will need to practise phonics and explore word families and other features of spelling and word use. It is vital that this is <i>applied</i> in children’s reading and writing.</li> <li>▪ <b>Reading:</b> 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</li> </ul>

<p>to look at London scape, river boat trip on the Thames.</p> <ul style="list-style-type: none"> <li>▪ Generate questions about the location. Research in books and on the internet.</li> <li>▪ Imagine that you are one of the guides at the location; what will visitors need to know? What kind of language will you need? Write an extended presentation that you could use with visitors. How can you make your presentation interesting? – link to visiting the KX visitor centre</li> <li>▪ Invite an appropriate audience e.g. someone from the location and record your presentation for evaluation.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>▪ <b>Writing:</b> 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.</li> </ul> <p><b>Project-based:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Phonics and spelling:</b> 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.</li> <li>▪ <b>Reading:</b> 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.</li> <li>▪ <b>Writing:</b> 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 changes in science or explaining your understanding of change in people’s lives in RE.</li> </ul>
<p style="text-align: center;"><b>‘What kinds of changes are there?’</b></p> <p><b>Narrative:</b> Adventures and Mystery - Power of Reading - Stone Mouse – by Jenny Nimmo</p> <p><b>Links to learning project: ‘What kind of changes are there?’</b></p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>▪ Exploring changes in Ted’s mood and character during the story. How does he feel when he goes away? What makes him change? How does his treatment of his sister show how he changes? How does he feel at the end of the story and how has he changed? Character description of Ted before/after. Predict how Ted might be in future.</li> <li>▪ Write a story in which things change due to an event or a character’s interaction with an object or person.</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Classroom books:</b> 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 – these must be processed on the system.</li> <li>▪ <b>Library books:</b> 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.</li> <li>▪ <b>Reading Areas:</b> 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.</li> <li>▪ <b>Power of Reading Guidance:</b> Available online, please ask the communication team leader for log-on details.</li> <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>

**MATHEMATICS – THINKING TEAM**

<p style="text-align: center;"><i>Both projects can touch on all mathematical strands.</i></p> <p style="text-align: center;"><b>‘What is London like?’</b></p> <p><b>Counting and understanding number:</b> Exploring population in the school, KX, Camden, London – estimating large numbers using a smaller known number as a unit e.g. KCA is 200 so how many KCAs are there in Camden? Camden is x people; how many Camdens are there in London? (it is the process of estimating that matters rather than an exact answer). How many people live in a street? How can we estimate? (people per house? Houses per street?).</p> <p><b>Number facts:</b> Using number facts in estimating population (5 houses with 3 people in each = 15 etc).</p> <p><b>Calculating:</b> Calculating with larger numbers in estimating populations.</p> <p><b>Geometry:</b> Exploring the tube map (topology) and routes.</p> <p><b>Measurement:</b> Estimating and measuring distances in the local environment – how far to Granary Square?, to St Paul’s?</p> <p><b>Statistics:</b> Collecting and interpreting population data for KCA, KX, Camden, London.</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 Curriculum provides the structure and progression in planning mathematics by allowing you to map out the content and objectives clearly. However, the Curriculum 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 Curriculum; 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 or home 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> <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>
<p style="text-align: center;"><b>‘What kinds of changes are there?’</b></p> <p><b>Counting and understanding number:</b> exploring number patterns – decreasing or increasing? Is there a pattern in odds/evens? What do have to do to get the next number? E.g. 1, 3, 6, 10, 15, 21, 28, 36...</p> <p><b>Number facts:</b> Using number facts in spotting, extending and creating number patterns; exploring</p>	

<p>patterns in multiples using a number or multiplication square.</p> <p><b>Calculating:</b> function machines involving operations to change quantities. Identify the function/operation e.g. '(x3)+2'. How has the quantity changed?</p> <p><b>Geometry:</b> Explore how shapes can change; rotation, enlargement etc. Use drawing or geometric software to manipulate shapes.</p> <p><b>Measurement:</b> exploring rates of growth; temperature change over time etc.</p> <p><b>Statistics:</b> Recording, presenting and interpreting growth/change data.</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>
<b>SCIENCE – PHYSICAL TEAM</b>	
<p style="text-align: center;"><b>Science</b></p> <p><b>Autumn 1: ‘What is London like?’</b></p> <p><b>Teach Science discretely this term.</b></p> <p><b><u>NC 2014 Forces and Magnets - Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>▪ compare how things move on different surfaces</li> <li>▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>▪ observe how magnets attract or repel each other</li> </ul>	<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> <p><b>Skill and knowledge development:</b></p> <ul style="list-style-type: none"> <li>▪ 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. knowledge of light in growing.</li> </ul>

and attract some materials and not others

- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

**Autumn 2: What kind of changes are there?**

**Growing at KCA:**

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**Suggested activities:**

- Investigate how plants grow in different conditions;

- 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 onions
- Before planting the onions, children should observe them (drawing, photo, measuring, labelled diagram etc); they should predict when they think the onions will show signs of growth; discuss how to plant the onions; create labels for the onions.
- You will need to have a group of gardeners to plant the onions either with the teacher or TA.
- Every few weeks, a group of gardeners can check on the onions.

**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,

<ul style="list-style-type: none"> <li>• Observe plants in the local environment.</li> <li>• Speculation based on observations: what do the different parts of a plant do?</li> </ul>	<p>especially observational, equipment at all times.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
---	--

**COMPUTING – CREATIVE TEAM**

<p><b>How does the Learning Toolbox help us learn?</b>  <b>Computing focus:</b> Introduction to databases  <b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss how they might collect examples of learning to go on the Virtual Toolbox.</li> <li>▪ How could a database be created and used to collect information about learning in each area of the Toolbox?</li> </ul> <p><b>‘What is London like?’</b>  <b>Computing focus:</b> Digital video/photography  <b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>▪ Local environmental photography, capturing the mood of different locations. Using interesting camera angles.</li> <li>▪ Creating short videos that sum up different locations.</li> </ul> <p><b>‘What kind of changes are there?’</b>  <b>Computing focus:</b></p> <p align="center"><b>Modelling &amp; Simulation</b></p> <p><b>Explore virtual experiments linked to science topic on LGfL and create a game or simulation on 2diy. Also cover the graphical modelling key skills, covering the success criteria below:</b></p>	<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.</li> </ul> <p><b>Computing learning at KCA 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>Computing as a cross-curricular tool</b></p> <ul style="list-style-type: none"> <li>▪ Learners at KCA should apply ICT capability to support and enhance their learning across the curriculum.</li> <li>▪ Through continuous access to well-organised ICT, learners at KCA 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 KCA 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</li> </ul>
---	---

### **Simulations/Gaming**

- I can enter data into a computer simulation (e.g. BBC science clips, virtual experiments)
- I can explore the effect of options in a simulation
- I can use them to make and test predictions to support learning
- I can discuss my use of simulations and compare with reality
- I can talk about the rules found in a simulation
- I can use simple software or online tools to create a simulation or game for another person to use (2diy).

### **Graphical modelling**

- I can use repeat, tile, stamp and similar tools in a graphics package to automate simple tasks.
- I can use graphics packages or graphical modelling tools to develop design ideas and explore alternatives (e.g Ikea home planner, sketchup).

#### **Suggested activities:**

#### **Simulations and Gaming**

**Virtual Experiments** - Simulations / activities related to every QCA Science unit

[www.ve34.lgfl.net](http://www.ve34.lgfl.net) - Activities for year 3 & 4 science units

**BBC Science Clips** - Simulations / activities related to every QCA Science unit

[www.bbc.co.uk/schools/scienceclips](http://www.bbc.co.uk/schools/scienceclips)

#### **Sensing and Monitoring**

a personal web space as part of the KCA HUB. The KCA HUB aids communication & helps make 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.

#### **NC 2014 Pupils should be taught to:**

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

#### **Resources:**

- Classroom resources for **Computing**: it is essential that every class has the capacity to capture

<p><b>Use a data logger either log changes in sound or temperature and a digital camera to collect images over time, covering the key skills and success criteria below:</b></p> <ul style="list-style-type: none"> <li>• I can use a digital microscope or digital camera to collect a series of images over time and analyse the changes</li> <li>• I can use data loggers to capture measurements</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>▪ Central resources: lap-tops; Suite: PCs, IWB, e-microscopes, scanner; dataloggers (Science); quizdoms, visualisers.</li> </ul>
<p><b>PHYSICAL EDUCATION – PHYSICAL TEAM</b></p>	
<p><b><i>PE does not link well to the London learning project; however, there can be some exploration of change.</i></b></p> <p><b>1<sup>st</sup> half:</b></p> <ul style="list-style-type: none"> <li>• <b>Gym-</b> Create and perform fluent sequences on the floor in small groups</li> <li>• <b>Games-</b> Ball skills (passing and receiving)</li> </ul> <p><b>2<sup>nd</sup> half:</b></p> <ul style="list-style-type: none"> <li>• <b>Games-</b> Creating games in small groups to work with others to organise and keep the games going</li> <li>• <b>Gym-</b> Apparatus (Julia) Create and perform fluent sequences using apparatus.</li> </ul> <p style="text-align: center;"><i>Refer to Val Sabin for games 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 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 KCA’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>The national curriculum for physical education aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>▪ develop competence to excel in a broad range of physical activities</li> </ul>

	<ul style="list-style-type: none"> <li>▪ are physically active for sustained periods of time</li> <li>▪ engage in competitive sports and activities</li> <li>▪ lead healthy, active lives.</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. Children are not allowed in the PE store unsupervised.</li> </ul>
--	---

**ART AND DESIGN – CREATIVE TEAM**

<p><b>Art this term is focused on the second learning question; however, sketchbooks should be used in both learning projects.</b></p> <p><b>Sketchbook focus: How do we use a sketchbook to collect visual and other information to help develop our ideas about London and changes?</b></p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Introduce and discuss the ground rules for sketchbooks (add or amend using children’s ideas).</li> </ul> <p><b>London:</b></p> <ul style="list-style-type: none"> <li>• Collect images of people/places/buildings etc from observations in KX / London; how are colours linked to moods in different places?</li> <li>• Using magazines to collect different images of KX / London and stick them in.</li> </ul> <p><b>Changes:</b></p> <ul style="list-style-type: none"> <li>• Sketch examples of change in different contexts e.g. building works, children at different ages, different expressions showing changing emotions etc.</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ Children need to develop artistic skills and techniques but also <i>apply</i> these creatively.</li> <li>▪ <b>The key elements of Art are:</b> pattern, texture, colour, line, tone, shape, form, and space.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Art stimuli could be something seen, felt, heard or touched; something to stimulate the memory or imagination.</li> <li>▪ <b>Colour:</b> 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).</li> <li>▪ <b>Textiles:</b> 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.</li> <li>▪ <b>Sketchbooks:</b> 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.</li> </ul>
--	---

**'What kinds of changes are there?' - Sculpture focus.**

**Suggested activities:**

- Explore how the body can be used to show change e.g. contrasting emotions shown by spiky- smooth shapes etc; types of structure shown by rigid – floppy shapes etc. Sketch, film or photograph these changing body shapes to generate ideas for sculptural work.
- Collect/explore symbols for change e.g. green shoots – new growth; recycling symbol; yin and yang etc.
- Developing a sculpture that shows change in some way e.g. movement, ageing, growth etc.
- Look closely into Andrew Goldsworthy sculptures. What emotions do you think the shapes are representing in his art? Spikes – anger or excitements. Twists and curls – relaxation or confusion etc.
- Relate emotion to colour – how can you use shape and colour to show a change of emotion?  
Link to the Christmas story production and make mod-roc masks or clay sculptures based on The Stone Mouse in Literacy.

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 colours e.g. recording all the different shades of green leaves.
- **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.*
  3. *Use different media to collect observations: pencil, crayon, photos etc.*
  4. *Stick things in that might help e.g. leaves, fabric, papers etc.*
  5. *Be creative – make your sketchbook interesting to look at.*
  6. *Make notes and collect other people's comments and suggestions.*

**NC Pupils should be taught:**

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

**Resources:**

- Classroom resources: we need to develop effective art resource areas in every classroom in the 'creative' area – 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.
- 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.
- Environmental resources: the school building, the local environment, museums, galleries, places of

	<p>interest.</p> <ul style="list-style-type: none"> <li>▪ CSM Artist students could support with the project</li> </ul>
<b>DESIGN and TECHNOLOGY – PHYSICAL TEAM</b>	
<p><b>Learning question: ‘Enquiry: ‘How can we design, build and evaluate a bridge to carry maximum load?’ (Link to London Bridge and to river study in Geography).</b></p> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Think about why bridges are needed. What would happen if there were no bridges?</li> <li>• Exploring how bridges are designed – suspension, arched etc. Explore the main bridges over the Thames. How are they different?</li> <li>• What happens when bridges go wrong? The wobbly bridge over the Thames.</li> <li>• Explore bridge construction with wooden blocks (borrow from nursery).</li> <li>• Using limited materials e.g. newspaper and sellotape, construct bridges across a specific span e.g. between two desks, and measure the load they can take using masses.</li> <li>• Using a wider range of materials, design and construct a bridge and test the load it can take.</li> <li>• Research different types of bridges found in London – link this with initial experience, a walk along south bank.</li> <li>• Use research to build a replica of a London bridge of their choice.</li> <li>• Reflect of the strength of their bridges. Focus on how to construct a bridge effectively through joints and attachments.</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), water power (water wheel), pneumatic or hydraulic (syringe pumping air or water), gravity (a counter-weight to lift something).</li> <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 TECHNOLOGY:</b> as a flagship school in the Food for Life Partnership, 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> Sunset pasta salad; kaleidoscope couscous; golden vegetable soup.</li> </ul>

- Research and design different joints and attachments (mortis and tennon, slot joint, pivot etc) – Can they build a bridge without glue or cellotape?
- Which joint is best suited for what type of bridge?
- Testing with weights, how strong are you joints and materials?
- Strongest material – link in with Science and experiment.

#### **NC Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### **Make**

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

#### **Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

#### **Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures (sewing)
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

#### **Resources:**

- **Central:** should include craft knives, steel rulers & mats, construction tools, wood, plastics, card, glue guns, bench hooks, saws, drills, materials for wheels & axles, wire, propellers, motors, pulleys, gears, syringes (for hydraulics & pneumatics) etc.

## HISTORY – COMMUNICATION TEAM

The in-depth study lends itself to the London learning question; the shorter overview can be part of the change project.

### In-depth study of Stone Age – Iron Age Britain: Stone Age

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

What was Celtic Britain like? Consider the story of Boudicca.

- Research and investigate what Celtic Britain was like – why was this period called The Iron Age? How did the Celts live, fight, survive etc.
- In-depth study on Boudicca's revolt and links with King's Cross.

### General:

- **The 5 key elements of history:** chronology; historical knowledge and understanding; historical interpretation; historical enquiry; organisation and communication.
- Children need to ask questions about aspects of the past & think about whether/how they can be answered. Some questions will be factual e.g. 'When was Britain invaded by the Romans?' others will be opinion e.g. 'What was it like to be a child in Roman London?' Factual questions can be researched on the internet. Opinion-type questions need to be investigated using evidence e.g. letters, artefacts.
- **Chronology:** relating periods of history to children's own lifespan and those of their families e.g. The Romans invaded Britain about 300 of my lifetimes ago. Explore a person's life or a series of events e.g. a basic idea of how the Romans invaded and settled.
- **Knowledge and understanding:** 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. creating a classroom museum), knowledge & understanding comes alive rather than being inert facts.
- **Historical interpretation:** 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. a Roman emperor's letters give you his point of view but not what other people thought. 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. books, letters written by those indirectly involved. Children need not to believe everything they read – whether primary or secondary source.
- **Historical enquiry:** generate interesting questions that will lead to in-depth enquiry e.g. 'How did London look different after the Romans had settled there?'
- **Organisation and communication:** learning how to collect information, ideas, evidence etc and present it clearly in writing, verbally or through pictures, diagrams, maps, tables etc.

### NC Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

	<ul style="list-style-type: none"> <li>▪ Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>▪ Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p><b>Pupils should be taught about:</b></p> <p>The Roman Empire and its impact on Britain</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▪ Julius Caesar’s attempted invasion in 55-54 BC</li> <li>▪ the Roman Empire by AD 42 and the power of its army</li> <li>▪ successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>▪ British resistance, for example, Boudica</li> <li>▪ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</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>Geographical theme:</b> Water and its effects on landscapes and people including the physical features of rivers and the processes of erosion and deposition that affect them.</p> <p><b>Enquiry:</b> ‘How does the River Thames affect people and places?’</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</li> </ul>

**Suggested activities:**

- Explore the path of the Thames from its estuary to its tributaries using maps, photos etc.
- Explore the different kinds of environments along the banks of the Thames? How has the Thames been used for transport, leisure and sport?
- Research the features of the Thames at different points e.g. depth, width, flow, pollution etc.
- Why do we need the Thames Barrier?
- Experiment with sand and water to see how erosion and deposition occurs.
- Investigate river erosion in the UK and across the world – what damages do they cause? How does it affect people's lives? How do we prevent river erosion? Research and compare how different places deal with this issue.

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.

- **Enquiry and skills:** 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).
- **Recording:** 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 presented persuasively as a leaflet for a particular audience, a web blog, a poster, a letter to local politicians etc.

**NC 2014 Pupils should be taught to:**

Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

***Resources:***

- **Maps, atlases, plans, photos, films:** sourced largely from Camden Library Services, the internet and children's homes.
- **Environmental resources:** fieldwork in the school grounds, locality, trips, local people etc. Weather instruments etc.

MUSIC – CREATIVE TEAM

Love Learning Together

<p><b>'What is London like?'</b>  <b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Compose a class piece of music that reflects the moods of the Roman invasion and its aftermath e.g. confidence but anxiety of Romans – initial fear and terror of the Celts – settling in – creating order. Different groups take different sections.</li> </ul> <p><b>'How does music show changes?'</b>  <b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Listen to pieces of music that show changes in dynamics, tempo etc. Identify the changes. E.g. variations like 'Rhapsody on a theme of Paganini' by Rachmaninov.</li> <li>• Explore simple changes in rhythm using a 4-beat unit.</li> <li>• Compose a class piece in which each group takes the same basic rhythmic or melodic pattern but creates a different mood.</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ Most music will be taught through Colourstrings – there is however opportunity to incorporate music into the project as outlined to the left.</li> <li>▪ <b>Composition and performance:</b> Colourstrings</li> <li>▪ <b>Instrumental tuition:</b> Year 3 – continue with cellos and violins</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>KS2 Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>▪ develop an understanding of the history of music.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Central:</b> a range of tuned/untuned instruments. Recordings for listening &amp; appreciation to be developed on the network.</li> </ul>
<b>PSHE – THINKING TEAM</b>	
<p><b>PSHE links to the learning project:</b></p> <p><b>What is London like?</b></p> <p>Link to saving, spending and borrowing (financial capability)</p> <p><b>What kind of changes are there?</b></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 2</b> pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.</li> <li>▪ They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it.</li> </ul>

<p>Friendship, mental health.</p> <p>See Camden PSHCE scheme of work.</p>	<ul style="list-style-type: none"> <li>▪ They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.</li> <li>▪ They learn how to take part more fully in school and community activities.</li> <li>▪ As they begin to develop into young adults, they face the changes of puberty and transferring to secondary school.</li> <li>▪ They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.</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>	
<p><b>‘What changes do we have in life?’</b></p> <p><b>Theme:</b> ‘Rights of Passage’.</p> <p>What milestones are there in different religions? Why are they significant? How are they celebrated? E.g.</p> <ul style="list-style-type: none"> <li>- Bar Mitzvah</li> <li>- Confirmation</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Link to PSHE – what are the key life changes? Birth, first day at school, birth of baby brother/sister, moving house, moving school, new pet, death of family members or</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>▪ We follow the Agreed Syllabus for Camden schools. This means that children learn about various aspects of the major religions and systems of thought. They explore beliefs but belief does not have to be religious—people can be very wise and live very considerate lives without belonging to an organised religion. Our message is that every single child can experience the wonder of the world and life; every child can think about moral issues and learn about other people.</li> <li>▪ 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.</li> <li>▪ Children should see the commonalities between different sets of beliefs as well as recognising the differences.</li> <li>▪ Religious Education is not primarily about learning facts; it means reflecting on your own beliefs and attitudes and recognising that not all questions can be answered.</li> <li>▪ In trying to understand the beliefs of others, we can become more tolerant. In such a diverse</li> </ul>

pets etc.

- How do we deal with changes in our lives? Some we celebrate e.g. birthdays, house-warming etc. What skills or attitudes do we need to deal with change well?
- How do people from different faiths or with no particular faith mark life changes?

**‘What does Christmas tell us about change?’**

Explore the Christmas learning question as part of a wider exploration of changes. Consider how the birth of Jesus for Christians represents new hope and a change in the way people should treat each other. How does the mood of the Christmas story change and how does this reflect hope?

school as KCA, people with different beliefs need to learn together and learn about each other.

- Religious Education 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 often 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 and quiet. A meditative approach is not just for those who practise a religion or believe in god or gods. 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).