King's Cross Academy

Year 3 – Curriculum Map for 2018/19: Spring Term – 12 weeks

<table>
<tr><th colspan="2">Learning Questions: 'How can I challenge my senses?'</th></tr>
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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 an CSM learning project. This means that it is supported by Student Ambassadors from Central Saint Martins

Working with artists:

- There is great potential value in working as a teacher alongside practising artist.
- You are the teacher – artists bring their artistic 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 the artists will need to collaborate and possibly compromise their ideas in order to come up with something that neither would have done alone.
- The artist brings knowledge and expertise in different media – in this case, Chloe is experienced in working with children to create puppets and presentations drawing on the children's own life experiences.
- Although one of our main aims is to involve children in planning their own learning using the KCA Toolbox, it is also ok for the teacher and artist to make decisions about what will work best e.g. which types of puppets to make or what kind of presentation to prepare.

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How to approach the Learning Questions:

'How can I challenge my senses?'

- This is a very open starting point that could take several different paths.
- The aim is to make children more aware of how they use their senses; to notice things they may not have noticed, particularly in the local KX environment; to be more observant and increasingly precise in describing what they see, hear, smell, taste and touch. **Developing descriptive language is a key aim.**
- Another strand is how we use our sense to observe scientifically – what can we notice about different materials? How are they different?
- In Art, children can explore how to appreciate and create pieces that involve and demand a lot from the senses.

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

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- Teachers will need to communicate with the Student Ambassadors e.g. setting up planning time, reviewing progress, checking or ordering resources.
- Use sketchbook to 'collect' colours from the environment.
- Compare black and white and colour photos.

Study texts using colour description to create settings, moods & characters.

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, buildings etc. Use photos, sketching & notes to record observations, ideas & questions.

The 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 KCA 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 the KX Toolbox, as much responsibility as possible can be given 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?'

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

- 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.

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.

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 store:** 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 the 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.
- **Library Service:** there is a wide range of artefacts and topic-related books 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 planned to lead to purposeful learning activities in the classroom.

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.	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. Our aim is for as much of the learning to be outside of the classroom as possible. **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 PROJECTS	GUIDANCE
ENGLISH – COMMUNICATION TEAM	
'How can I challenge my senses?' **Narrative:** Authors and letters - Dialogue and plays *Author Study – Anthony Brown (3 books)* ***– Children's Laureate 2009-2011 – biography – focus on the power of illustration – visual senses.*** 'Voices in the Park', 'The Tunnel' – choose one other book 'Zoo', 'Willy the Wimp' or 'Gorilla' – possibly link with the House of Illustration? Suggested activities: • Use the illustrations of the settings, as well as how the author evokes the setting in writing to study place, or a series of places in which the characters interact with each other, with objects or animals during a given period of time. • Where do the stories take place? • **Does the author use** strong visual description, vividly colourful description, an eye for detail, acute perception, use of senses? • Is the author consistent in the quality of the care taken to describe each piece of the setting as the story unfolds? • Is it possible to decide whether the settings occur in real life or in an imaginary world? • Link to Geography – create a sensory map of one of the settings in Anthony Browne's books.	***General:*** ▪ You do not need an hour-long, discrete English lesson every day – you do need a balance of writing, reading and speaking & listening across the curriculum. ▪ 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. ▪ There is a plain/lined A4 book for all writing and writing-related activities; reading is tracked through PACT booklets and guiding reading folders. ▪ **Power of Reading (CLPE)** some texts are not linked to the learning projects directly and are separate; where possible, link Power of Reading to the learning project. ▪ Texts can be articles, e-mails, web pages, diaries, adverts, newspapers, teacher's own writing as well as books. ***Discrete:*** ▪ Skills & knowledge can be learnt/practised separately – not as part of the learning project – but not for an hour daily. ▪ **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. ▪ **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

- **Use the children's senses** to create their own settings for a story in the style of Anthony Browne.
- Link to Art to create illustration based on sketches made of the environment.
- **How can we empathise with the characters in the stories? How do the characters feel? How do we know?** How does the author reveal his characters to the reader? Do the characters change over time in the story? Create character studies.
- **Choose one of the stories as a favourite –** write a review of it. What might a new reader to Anthony Browne want to know about the story? Would you recommend Anthony Browne to others? Create a collection of reviews for your class library.

Non-Fiction: *– Instructions – Link to DT*

Suggested Activities:

- **Use the design brief** – making a sensory toy for a younger child – to communicate problems and solutions arising from the task to others, as well as a means of sharing ideas and suggestions as children work through the process.
- *Write a letter to the EYFS teachers – explain what you would like to do. Ask her / product designers (parent?) to judge the toys using success criteria that you devise.*
- Devise a set of instructions to make the toy.
- Communicate in writing the gathering of information in the exploratory part of the design and making process.

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.

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.
- **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.
- **Writing resources:** a tray with pots for pencils, pens, rulers, coloured pencils and sharpeners needs to on every group's table and maintained by the children.

• Explain the ideas and feelings around them • Detail the scientific/practical application of theories as designs are developed into prototype models • Children to publish their own booklet to accompany their sensory toy – include photos to show the process as well. These booklets can be incorporated into the class library, put onto the KCA Hub or be used as part of the exhibition for the judges (Dragon's Den style?). • **<u>Link to History</u>** – learning about part of the history of King's Cross through close observation. What can our observations tell us about the areas past? Present findings through a written eye witness report or a poem. .	

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<tr><th colspan="2">MATHEMATICS – THINKING TEAM</th></tr>
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<td>‘How can I challenge my senses?’

Counting and understanding number: Finding patterns in the 100 square.
Geometry: Can I describe shapes’ properties using just touch? Barrier games: e.g. can I create a shape out of Unifix just from hearing a description?
Measuring: How can we measure sound, light, touch, smell, and taste? Use non-standard, subjective comparisons e.g. ‘loud’, ‘quiet’ and explore how different people will hear the same thing differently. Introduce data-logging equipment to measure features of the environment. Can we predict how these measurements will change over time?
Statistics: create line graphs to show changes in sensory data over time e.g. temperature. Tell the ‘story’ of the line graph explaining the changes.</td>
<td>General:
▪ 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.
▪ The 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.
▪ Dialogue is central to effective mathematics: paired talk, group discussion, questioning and explaining methods and reasoning are vital.
▪ Collaborative problem-solving and investigations – using meaningful contexts – promote mathematical thinking and the construction of shared meanings.
▪ 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).
▪ 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.
▪ Written teacher comments in books should focus on developmental advice (next steps) and address any ongoing misconceptions.
Skill development/practice:
▪ 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.
▪ Mental and oral starters should be focused (5-10 minutes) and active.
▪ 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.
▪ 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.
▪ 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!).
Problem-solving/enquiry:</td>
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	▪ All mathematics can be explored through collaborative problem-solving and enquiry. ▪ 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. ▪ Problem solving and enquiry is recorded usually in plain books. ***Resources:*** ▪ 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. ▪ 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. ▪ Central resources: Dienes, Cuisenaire, weighing scales and weights, timers, measuring cylinders etc. Speak to the curriculum team leader in advance if further resources are required.

SCIENCE – PHYSICAL TEAM	
Science **'How can I challenge my senses?'** **Rocks** **Pupils should be taught to:** ▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. ***Suggested activities:*** • Group rocks using the senses – how would you group them on the way the feel and their weight, to the way they look. • Explore what rock is used for in everyday life. Test rocks for their hardness, weight and permeability – which rock would be the best for a roof? Look a the use of rock in buildings around KX. • Where does rock come from? Research and collect ideas. Focus on fossils and what they are and how they have been preserved. • Follow the story of 'Rodger Rock' and how he becomes 'Simon Soil' through different weathering and erosion. • How many different ways can we observe materials safely? Collect information using senses (explore safety issues – need to think carefully	***General:*** ▪ Children need to explore and challenge their current understanding of scientific concepts and develop the appropriate language based upon understanding. ▪ Dialogue is fundamental in helping children to explore, develop and clarify their ideas. ▪ **Science teaching needs to develop key skills:** 1. PLANNING: asking questions, using first-hand experience and information to answer questions, make predictions, identify fair and unfair tests; 2. COLLECTING AND USING EVIDENCE: following instructions for safety, exploring using the senses, measuring, recording, communicating findings; 3. EVALUATING EVIDENCE: comparing and interpreting data, identifying patterns, comparing to predictions and explaining outcomes, evaluating and presenting learning ***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. knowledge of light in growing. ▪ 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 recorded in the Project Book. ***Scientific enquiry:*** ▪ Science needs to be mainly taught through investigation and enquiry. ▪ 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

about what you are tasting (chemicals?), smelling (gases?), touching (acids?), hearing (very loud sounds?) or seeing (very bright light?).

- Collect together all the properties identified and reach consensus.
- Extend properties to include permeability and devise a test for this.
- Explore water in its different states. Observation and description. Investigate temperatures needed to change the state of water.
- Simulation of water: children link arms and stay rigid (ice); join hands and flow around (liquid) and move around randomly as individuals (gas).

<u>Plants</u>

Growing at KCA

<u>Pupils should be taught to:</u>

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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

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 should have opportunity to grow plants (suggestions below)– liaise with the Skip Garden. This will involve planting, watering and tending.
- **Children planted onions in the Autumn Term** – they will continue to monitor their growth and changes over time, before they are ready to harvest for eating!
- **This Spring Term the children will plant herbs and flowers**: children can research which HERBS they might like to plant – in terms of smell, touch, taste (senses). These can then be used for cooking later in the year. Games can be played to recognise the herb by smell alone ***<u>– children can research and write up the properties of the herbs they choose.</u>*** *FLOWERS – Plant Marigolds – French Marigolds and English marigolds. (Flowers are edible) These flowers grow well amongst vegetables and help to prevent black fly.*
- Before planting, children should observe, (drawing, photo, measuring, labelled diagram etc); they should predict when they think there will be signs of growth; discuss how to plant and create labels for identification.
- You will need to have a group of gardeners to plant either with the teacher, TA or member of the Skip Garden..
- Every few weeks, a group of gardeners can check on developments.

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 Islington Library Service.

Speak to the curriculum team leader in advance if further resources are required.

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- 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;
- Observe plants in the local environment.
- Speculation based on observations: what do the different parts of a plant do?

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<tr><td colspan="2">COMPUTING – CREATIVE TEAM</td></tr>
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'How can I challenge my senses?'

Communication and Creativity

Suggested activities:

Combine project or literacy work, to produce a word document or PowerPoint covering the key skills and success criteria below:

<u>Communicating With Text & Multimedia</u>

- I am beginning to use proper keyboard techniques and touch typing skills.
- I can use design features such as text boxes, columns, borders and WordArt.
- I can use the spellchecker and thesaurus tools.
- I can cut, copy and paste in order to edit my work.
- I can combine text and graphics in different layouts and styles.
- I can use presentation software (e.g. PowerPoint) to make and sequence a series of slides.

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General:

- Specific skills outlined in the Computing scheme should be applied in other curriculum areas/projects. The Computing suite should be used for a minimum of 45 minutes per week in KS1 and 60 minutes in KS2. Further time in the suite can be booked.

Computing learning at KCA focuses on the following key skills:

- Communication and handling information. (e.g. on the KCA Hub)
- Designing, developing, exploring and evaluating models of real and imaginary situations (e.g internet sites)
- Measuring and controlling physical variables and movement (e.g. scientific sensory logs, roamers, bee-bots, logo)
- Making informed judgements about Computing applications and information presented through use of IT.
- Exploring attitudes and giving views towards Computing

Computing as a cross-curricular tool

- Learners at KCA should apply Computing capability to support and enhance their learning across the curriculum.
- Through continuous access to well-organised Computing, learners at KCA can choose to use computing to assist their learning at any time, just as they might switch on a light when needed.
- Teachers must plan opportunities for learners to make informed decisions on the best IT for a particular learning task.
- Learners must have opportunities for learning collaboratively using IT. The IWB, a classroom computer, digital cameras, I Pad, and other technology should be used as tools to support collaborative learning in almost every lesson.

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I can combine text, images, audio and video to produce multimedia presentations. I can use wrapping options to change / improve layout of text & images in a document. I can choose between portrait or landscape layouts. I can change view settings for a document on screen e.g. zoom out to see whole layout, zoom in to see detail and print preview. **Digital Photography & Video** I can take, save, and find saved photographs. I am developing greater control over digital stills and video. I can make choices about composition such as portrait or landscape, face shot or body shot. I can talk about the quality of photos and make decisions (e.g. keep, delete, change). I can perform basic editing on images e.g. crop, re-colour, re-size. I can perform basic editing on video. I can create a short animated sequence to communicate an idea. **Audio** I can use IT to select and record voice and sounds. I can use music software to create, organise and reorganise musical phrases using icons.	**Health and Safety** ▪ It is the responsibility of staff and children at KCA to know and follow the rules for computer and Internet use. ▪ Staff must promote a positive, forward-looking attitude to Computing . Every class has a personal web space as part of the KCA Hub. The KCA Hub aids communication & helps make connections across the learning community. **<u>Pupils should be taught to:</u>** ▪ 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 learning for assessment. Children need access to a digital camera, digital video, visualisers and

I can insert music and sounds into presentations. **Graphics** I can use paint packages **Internet Literacy & Online Safety** **Suggested activities:** Explore with the children how they can stay safe on the internet and how to be internet literate. Publish work on JIT2 or the KCA Hub covering the key skills and success criteria below: **<u>Online Research</u>** Use child-friendly search engines independently to find information by changing questions into key words. Be aware that taking lots of text from websites is stealing other people's work. Add websites to bookmark / favourites. Copy and paste images/text from the internet. Understand Internet contains fact, fiction and opinion and begin to distinguish between them. **<u>Online Communication & Collaboration</u>** Understand how to use range of online communication tools, such as emails, forums, instant messaging.	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.

Explore the benefits and risks of communication tools. Know how to respond to unpleasant communications via mobile phone, text, IM or email, chat rooms. (Save the message and show to trusted adult). Know how to respond when asked for personal details (Learn Five Finger rules, DO NOT give 1. Full Name, 2. Address and telephone number, 3. School name, 4. Photographs, 5. E-mail address). Forward an e-mail, save an e-mail to draft and then go back and edit it prior to sending it. Store e-mail addresses within an address book. Know when an email message should not be opened. Know the importance of not deleting upsetting emails – saving them for evidence purposes. Understand the need to keep personal information and passwords private. **Online Publishing** I Publish work to a wider audience using for example the KCA Hub or podcasting tools. Understand the difference to publishing on the KCA Hub and an open public site and dangers of making their personal information available online. Understand some public sites may be OK to use but that they must stay on the site and abide by the rules.	

Understand that some videogames are not appropriate for their age and know how to resist pressure to engage with them. Understand need to develop an alias for public online use.	
PHYSICAL EDUCATION – PHYSICAL TEAM	
'How can I challenge my senses?' Focus on spatial awareness, speed, direction and patterns of movement. **1st half:** • **Gym-** using a variety of pathways of movement in and around objects/each other • **Dance-** create and perform dances using a range of movement patterns, including those from different cultures (e.g. hornpipe) **2nd half:** • **Gym-** moving in spaces with a focus on changes of speed and direction • **Dance-** create and perform dances using a range of movement patterns, including those from different times *Refer to Val Sabin for games and dance ideas*	***General:*** ▪ 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.: *planning and performing, linking actions, improving performance, relationships, making judgements and health related exercise* ▪ 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) ▪ Design learning experiences for the needs of all children, differentiating where necessary. All children must participate in PE. ▪ 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). ▪ Promote positive attitudes of sensitivity, co-operation, competition and tolerance. ▪ Encourage the drinking of water during all physical activities and promote the eating of nutritional and healthy snacks after physical activity in accordance with the Academy's Food Policy (no chocolate, crisps or fizzy drinks). ▪ 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. **<u>The national curriculum for physical education aims to ensure that all pupils:</u>** ▪ develop competence to excel in a broad range of physical activities ▪ are physically active for sustained periods of time ▪ engage in competitive sports and activities

	▪ lead healthy, active lives. ***Resources:*** ▪ 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. ▪ Lunchtime supervisors and TAs are responsible for maintaining lunchtime and playtime resources
ART AND DESIGN – CREATIVE TEAM	
Sketchbook focus: How do we use a sketchbook to collect visual and other information to help develop our use and understanding of the senses? ***Suggested activities:*** • Revise the ground rules for effective use of sketchbooks (add or amend using children's ideas). Evaluate how far use of sketchbooks last term met these rules. **'How can I challenge my senses?':** **Suggested sketchbook activities:** • Collect environmental observations using the senses. Use a variety of sketching techniques, photos, notes. Include notes about sounds in the environment. • Note down how different colours etc make you feel in different places. • Experiment with different mark-making (line, pattern, colour etc) that shows different moods. • Explore 'warm' and 'cold' hues (the double primary system has a warm and cold red, yellow and blue). Explore tints (adding white) and shades (adding black).	***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, vermillion, 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.

'How can I challenge my senses?': Pattern and design focus. **Suggested activities:** • Look at a variety of fabrics, wallpapers, tiles etc – identify features of the designs e.g. repeating, floral, spirals etc. Visit the V&A to explore pattern. • Explore patterns from other countries e.g. Greek geometric art, Nigerian gourd decoration etc. • Design and create simple relief print blocks for repeating patterns or develop designs in Batik.	▪ **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.* **<u>Pupils should be taught:</u>** ▪ 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 – 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 KX environment, museums, galleries, places of interest. ▪ CSM artists.

DESIGN and TECHNOLOGY – PHYSICAL TEAM	
Learning question: 'How can I design, build and evaluate a sensory toy for the nursery or reception?'. **Suggested activities:** • Explore different types of toys (borrow from EYFS?). Disassemble some toys if possible. Group the toys according to type: mobiles, pop-ups, shapes etc. Explore the mechanisms of moving toys. Can we give a clear explanation of how they work? • Evaluating toys: what criteria should we use? (interest, safety, variety, learning value etc) Should we test them with younger children? • Interview EYFS staff about the kinds of toys that are most useful. • Design and make a simple sensory toy (e.g. colour/shape matching, mobile etc) – if it is safe to use, test with EYFS children. • Evaluate your toy.	***General:*** ▪ **The three types of D&T activity are:** 1. Investigating and Evaluating Products; 2. Focused Practical Tasks; 3. Design and Making Activities. ▪ **The classic design journey:** 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. ▪ **Materials:** 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. ▪ **Children need to explore these aspects of materials:** 1. the different physical and aesthetic qualities of materials. 2. how different properties of different materials lead to different uses. how different properties of materials require different tools and techniques (e.g. joining, linking, strengthening). 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

	Technical knowledge ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures (sewing) **Key concepts/techniques of D&T:** ▪ **Energy sources:** 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). ▪ **Dynamic structures:** mechanisms with moving parts such as see-saw, levers, pulleys and gears. ▪ **Static structures:** buildings, towers, sculptures and models. ▪ **Control:** mechanical and electrical devices to control movement e.g. switches, levers, sensors etc. ▪ **FOOD TECHNOLOGY:** 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. **The 5 key aspects of food technology:** Food Hygiene; Nutrition; Properties of Food (how food changes, how to prepare different foods – measuring, mixing, cooking, preserving etc); Tasting and Testing; Production Processes. ▪ **COOKING: 2 core recipes (minimum)** Carrot salad, sardine pate. ***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	
'How can I challenge my senses?' **Learning Question:** 'What can my senses tell me about the past?' **Suggested activities:** **How has a theme changed over time?** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. e.g. suggested themes, medicine, transport, education.	***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 Matisse born?' others will be opinion e.g. 'Why did Matisse love colour?' Factual questions can be researched on the internet. Opinion-type questions need to be investigated using evidence e.g. looking at his paintings. ▪ **Chronology:** relating periods of history to children's own lifespan and those of their families e.g. Matisse was born before my grandparents were born. Explore a person's life or a series of events e.g. a basic idea of what it was like when Matisse lived. ▪ **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

How has the theme impacted on lives and civilisation? Were there any significant individuals? How has the theme developed and changed through time (to the present day)? How can the theme be linked to KX?	events. Where there is a meaningful purpose for the historical investigation (e.g. Matisse gallery), the knowledge and 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. Matisse'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. 'What kind of an artist was Matisse?' ▪ **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. ***Resources:*** ▪ **Artefacts, books, photos, films:** sourced largely from Islington Library Services, the internet and children's homes. ▪ **Environmental resources:** the school, local KX buildings, museums, galleries, KX visitors centre, local people, staff etc.
GEOGRAPHY – COMMUNICATION TEAM	
Enquiry: 'What can my senses tell me about what a place is like?' **Map study:** 'How are colours and symbols used to communicate information?' **Suggested activities:** • Make environmental observations of specific places. Record any information through the senses. Devise and use scales such as 'very noisy – noisy – fairly quiet – quiet – very quiet'. • Make a sensory map to show what can be heard, seen, touched, smelled and tasted in different places. Use symbols, colours and a key to convey information.	***General:*** ▪ **The 4 key elements:** places; patterns & processes; environmental relationships and issues; geographical enquiry and skills. ▪ **Places:** Ask questions about aspects of local/global places. Begin to identify key features and make comparisons. ▪ **Patterns and processes:** 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. ▪ **Environmental relationships and issues:** 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. ▪ **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).

• Explore use of colour and symbols on maps. What do they tell us? • Maps / Keys – altitude, land use, temperature, rainfall. • Geography vocabulary – physical features • Rock formation, link in with science. • Look at settlements and link with History Viking invasions	▪ **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. **<u>What children need to learn:</u>** Locational knowledge ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Place knowledge ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 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 ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 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 Islington 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	
'How can I challenge my senses?' **Suggested activities:** • Link to English (Anthony Browne): create sensory music (i.e. dramatic, atmospheric) to accompany 'The Tunnel' or 'Voices in the Park'. • Develop listening skills through games (e.g. 6 or so varied instruments in a circle of children; the next person plays a note when the last sound has completely died out – other children raise their hand when they think the sound has gone).	***General:*** ▪ Music is primarily taught through Colourstrings ▪ **Composition and performance:** singing in assemblies. Teachers / TAs need to promote colourstrings singing in class to support the assembly songs and where there is a link to the project. ▪ **Instrumental tuition:** Year 2+– cellos and violins in through Colourstrings 1:3 tutoring ▪ **Listening and appraising:** there are many opportunities in learning projects to develop children's skills in listening closely to music, commenting and responding using different media. **<u>KS2 Pupils should be taught to:</u>** ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. ***Resources:*** ▪ **Central:** a range of tuned/untuned instruments.

PSHE – THINKING TEAM	
PSHE links to the learning project: **'How can I challenge my senses?'** • How can medicines and everyday drugs affect people? (drugs in Everyday Life) See PSCE scheme of work.	***General:*** ▪ 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. ▪ **During key stage 2** pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. ▪ They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. ▪ 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. ▪ They learn how to take part more fully in school and community activities. ▪ As they begin to develop into young adults, they face the changes of puberty and transferring to secondary school. ▪ 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. ▪ **Personal learning** is about developing a sense of identity & confidence. Children develop their own distinctive characters, learning to take responsibility, show commitment & leadership, acting as a role model & contributing to the community. ▪ **Social and emotional learning** 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. ▪ **Health education** developing understanding & awareness of choices involved in healthy eating, drugs, sex & relationships. ***Resources:*** ▪ **Photos, images, artefacts, stories etc:** from the internet, Islington Library Service, staff, home. Guidance held centrally.
RELIGIOUS EDUCATION – THINKING TEAM	
RE theme: ' Story and symbol'. How are symbols used in different religions? What do they represent?	***General:*** ▪ 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

Suggested activities: • What are the main symbols for each religion? • Think about: Why are stories so powerful? (memorable, we can identify with the characters etc). Explore some stories from different Faiths and discuss their meanings. • Explore different symbols in everyday life and from different Faiths: what do they stand for? What is a symbol? Why are symbols powerful? (simple, no words needed, brings people together). • Devise a symbol that represents you.	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. ▪ 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. ▪ 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. ▪ In trying to understand the beliefs of others, we can become more tolerant. In such a diverse school as KCA Academy, 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 Islington Library Service, internet, some held centrally. ▪ **Environmental resources:** visits to religious places of worship, visitors (vicars, rabbis, imams, monks etc).