

YEAR A	AUTUMN	SPRING	SUMMER
GLOBAL CURRICULUM THEME	Identity and Diversity	Social Justice	Sustainable Environmental Development
GLOBAL TOPIC/QUESTION	How can we help a person or animal who doesn't have a home? Homelessness	Is it fair? Comparison between cultures (GB/Africa) The life of an animal (T3) and human (T4) rights	How can human's negative behaviour impact the environment? History will focus on the significant event of plastic being invented (T5). Geography will focus on a local area and how it has changed over time from an environmental perspective (T6).
PRODUCT OUTCOME	A product that develops an understanding of similarities and differences between people in local settings and also in wider contexts, allowing children to understand self-identity and belonging e.g. Support homeless community - harvest collections / Soup Kitchen / singing for a local community	A product that develops and understanding of what fairness means. Children will be able to identify examples of what it can mean to be rich or poor in local and other contexts e.g. Raising money for the Uganda partner school - e.g. sponsored event, selling artwork, Tribal show (costed entry) with African drumming, African songs, showcase between schools. Trip to SM -Wildplace / SH - Noah's Ark (could children write to each other about their visit and the way animals are treated?)	A product that develops an understanding of positive and negative impacts of people's actions (including own personal choices) of others on the environment. The children will demonstrate an understanding of how people can damage or improve the environment e.g. Creating information to share with others e.g. Including a group project e.g. IT (adverts, persuasive presentation, poster, letters to MP's, letters to local centres to encourage recycling), sponsored walks for a charity e.g. deforestation. Visitor - Andy's friend (marine biologist).
WHY/BRAVE CHANGEMAKER	Empathy - Children will be able to talk about identity and diversity using an awareness of and concern for people's feelings. They will be able to demonstrate an interest in and concern for others outside their immediate circle and in a context different to their own. Managing change - Children will be able to describe feelings about changes in own life and locality.	Communication - Children will be able to participate in discussions that affect self, others and the wider world by stating opinions and starting to give reasons for these in addition to listening carefully to others. Making decisions - Children will be able to contribute actively and constructively to the life of own class and school. They will be able to take action when something is unfair.	Self-awareness and reflection - Children will be able to recognise effects of own behaviour on others and use this to help make choices. The children will be able to identify matters that are important to self and others and will learn from mistakes and feedback. Cooperation and conflict resolution - Children will be able to play and work cooperatively by helping to ensure that everyone in own group is included. They will begin to show tact and diplomacy.
RELATED TEXT	Lost and Found, Beegu, Uncle Willie and the Soup Kitchen, Croc and bird , Tyrannosaurus Drip, The Journey Home, There's a bear on my chair, Three little pigs.	The Hunter, Grace and family, Duck for president, Red - a crayons story, Harry and the bucketful of dinosaurs - endangered animal one. Lila and the secret rain, Under the same sky, African Folk Tales, I have the right to be a child - Alain Serres.	The Great Kapok Tree, The last wolf, Little Red Riding Hood, One plastic bag, The adventures of a plastic bag, A planet full of plastic.
HISTORY	Significant events in own life – explore this enquiry that encourages the children to reflect on their own lives before moving on to looking at other groups / people who are less fortunate? (Homeless) What significant events have happened in my life? <ul style="list-style-type: none"> - Being born - The birth of siblings - Deaths (if app) - Starting school - Moving house - New pet etc Can I order these events on a timeline?	Significant events in national life Are children treated fairly in today's society? How did Mary Carpenter make a difference to the society that we live in today? (Mary Carpenter came from a poor back ground, she formed ragged schools and fought for children's rights, equality for women and racial equality. She upset a lot of important people, including the Pope, but she stood her ground and didn't give up.) Are children treated fairly in other places in the world? (Y2 ext) Link into the geography aspect of the unit.	Significant events in world history - How did the invention of plastic change the world? The invention of plastic was celebrated at the time. It continues to provide vital elements in our society such as medical instruments, reducing the weight of product packaging and therefore increasing fuel economy. Keeping products fresher for longer and the ability to reuse plastic. It has however come at a cost to the environment. – Focus on landfill and how long it takes to biodegrade etc. Disposable society – Impact on the environment.
GEOGRAPHY	Can I locate major UK cities on a map?	How is Britain different to Africa (Uganda/Kenya)	How have people changed the environment in an area of the UK?

YEAR A KS1

	<p>Look for cities with high numbers of homeless people. (Yr 1– Bristol, Yr 2 – Bristol and one other place) Name and locate local town, UK, countries and capital cities. Compass points/direction. Mapping skills – What they are, why they have titles, Finding places, start to recognise given symbol on a map with support, recognise simple features on maps e.g. buildings, roads and fields.</p>	<p>Link to the lack of education for children in economically disadvantaged countries such as Africa. Consider climate, location, human and physical features of country studying. St Helens link to Uganda – Andy’s parents – Our child charity? Or look at Kenya) Mapping - (European vs non-European –Bristol vs Africa) Understand geographical similarities and differences of 2 nations an climate.</p>	<p>Study an area of the UK and look at how it’s changed over time – environmental change. Mapping - locating 7 continents and 5 oceans Compare old maps with up to date ones. Use simple fieldwork techniques such as observation to study the physical features of the surrounding area or a microclimate studies. Where is the best place for a wind turbine/ solar panels?</p>
SCIENCE	<p>Living things and their habitats (Discrete - Seasons)</p>	<p>Animals and Humans and needs for survival (Discrete - Seasons)</p>	<p>Materials and plants Link to history. (Discrete - Seasons)</p>
RE	<p>St Mary’s: T1 – Y1/2: D: What did Jesus teach? Is it possible to be kind to everyone, all the time? (Christianity). T2 - Y1/Y2: UC: Incarnation - Why does Christmas matter to Christians? D: Christmas Story - Which did God give Jesus to the world? (Christianity). St Helen’s: T1 – Y1 What makes some places sacred (Judaism). Y2 What is the good news Jesus brings (Christianity). T2 – Y1 Incarnation. Why does Christmas matter? Y2 – Who is Muslim and what do they believe? (Islam)</p>	<p>St Mary’s: T3 - Y1/2: AS: What makes some places special? (Christianity, Judaism). T4 Y1/2: D: Passover - How important is it for Jewish people to do what God asks them to do? (Judaism). St Helens: T3 - Y1: Who is Jewish and what do they believe? (Judaism contrast Christianity) Y2: What can we learn from sacred books? (Islam & Christianity). T4- Y1: Continue T3. Y2: Salvation - Why does Easter matter?</p>	<p>St Mary’s: T5 - Y1/2: UC - Gospel: what is the good news that Jesus brings? (Christianity). T6 Y1/2: UC - God. What do Christians believe God is like? AS - Why do some people believe God exists? (Christianity) St Helens: T5 – Y1: How should we care for others and the world? (Judaism link) Y2: What does it mean to belong to a faith community? (Islam and Christianity). T6 – Y1: Creation - who made the world? Y2: God - what do Christians believe that God is like?</p>
ENGLISH	<p>Retell a traditional tale (three little pigs) Non-fiction about a place where people belong (church). Poem about belonging/homes.</p>	<p>Recount linked to Grace and family. Non-chron about the zoo. Letter/postcard/diary from a zoo animal to wild animal - pen pals (wild to zoo etc). Setting description. Recount of trip. Letter to persuade people to donate to comic relief.</p>	<p>Text based unit - story writing based on The adventures of a plastic bag. Instructions for helping a plant grow. Information text about plants. Life cycle of a recyclable product.</p>
ORACY	<p>Physical: Develop my presence as a performer, controlling my voice and movement. Linguistic: Use a range of descriptive words to suit different situations</p>	<p>Physical: Use several different tones of voice and adapt my voice to the context. Cognitive: Ask a range of questions including probing questions. Social and Emotional: Take turns in discussion and listen to others and respond to their points.</p>	<p>Linguistic: Use full sentences with connectives and speak fluently without repetition for several sentences. Linguistic: Speak formally, e.g., without using filler words (such as ‘like’), and with dictionary words instead of street slang. Social and Emotional: Listen attentively to what others are saying and play back to them what they have said.</p>
MUSIC LINKS	<p>Term 1 – Year 1: Pulse and rhythm (Theme: All about me) Term 2 – Year 2: Myths and legends</p>	<p>Term 3 – Year 2: African call and response song (Theme: Animals) Term 4 – Year 1: Timbre and rhythmic patterns (Theme: Fairytales)</p>	<p>Term 5 – Year 1: Musical vocabulary (Theme: Under the sea) Term 6 – Year 2: Orchestral instruments (Theme: Traditional western stories)</p>
ART/DT	<p>Art - Printing DT strand: Structures Project idea: Created a home for a homeless person or animal</p>	<p>Art - 3D animals – clay DT strand: Food Project idea: Read Handa’s surprise and plan, make and evaluate fruit kebabs</p>	<p>Art – painting DT strand: mechanisms Project idea: created a pop-up book on recycling</p>
COMPUTING	<p>T1 - Online safety T2-Media</p>	<p>T3 - Impact of IT T4 - Programming</p>	<p>T5 and 6 - Data Handling</p>
JIGSAW / PSHE	<p>St. Mary's - T1- New Beginnings T2 - Good to be me St. Helen's - T1 - Me in my world T2 - Celebrating differences</p>	<p>St. Mary's - T3 - Getting on and falling out T4 - Relationships St. Helen's - T3 - Healthy me T4 - Relationships</p>	<p>St. Mary's - T5 - Going for goals T6 - SRE St. Helen's - T5 - Dreams and Goals T6 - Changing me</p>
PE Links		<p>African dance - e.g. Giraffes can't dance?</p>	<p>Dance - linked to carnival of the animals / Earth Song (Michael Jackson), under the sea music</p>

YEAR A KS1

MFL Links	Makaton / Sign Language as a way for people to communicate.	Learn key vocabulary for communication e.g. hello, goodbye, yes, no.	
MATHS Links			