



St Mary's and St Helen's Connected Curriculum

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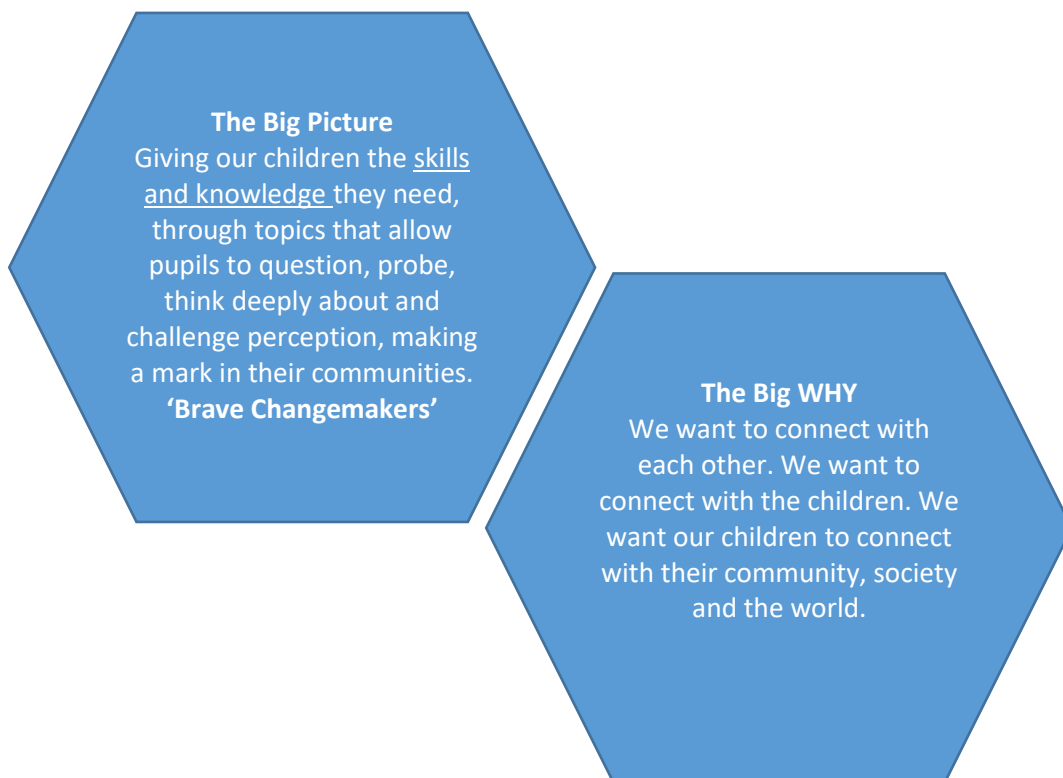
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It is our intent that the children in our schools to **enjoy** learning through our 'connected curriculum'. It is designed to help the children make **connections**...

1. with **one another** within each individual school
2. between **both schools**
3. with **local and global** communities
4. to our **past** as we learn from those that have gone before us
5. with **future generations** by considering the footprint we are leaving behind
6. across **different subjects** in order to fully immerse themselves in their learning, to make subject matter meaningful and to maximise learning time.

At the heart of our curriculum is the notion that our children will become '**brave change-makers**'. We want to help the children in our schools to develop the skills and confidence to speak out and to make a difference.

In the words of Greta Thunberg 'No one is too small to make a difference'.



Rationale- Intent

We want to connect our children to the world: their school world; their family world; their community world; their national world and their global world.

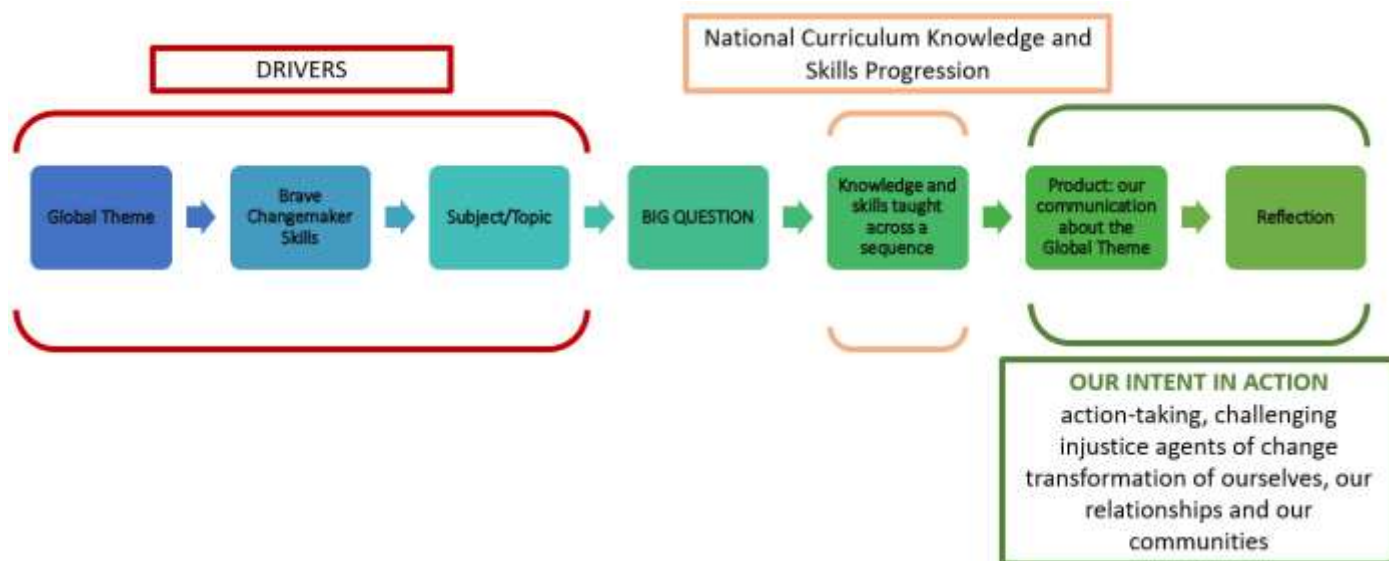
We have used the six Oxfam Global Themes as a starting point for our curriculum.

We have built our curriculum around a Christian ethos.

...an ethos of action-taking, challenging injustice and becoming agents of change in the transformation of ourselves, our relationships and our communities from the local level to the global.

Curriculum Journey – Implementation

The curriculum journey is mirrored across the two schools enabling the teachers to plan elements together whilst ensuring the curriculum content matches the needs of the two communities.



Drivers

The curriculum has three core drivers which have been carefully planned and documented by the two schools. Teachers use the progressions documents for each of these to ensure that learning builds upon previous learning.

Subjects/Topic (Head)

The curriculum subjects have been mapped to ensure coverage and with careful consideration of the opportunities to explore the global theme through the topic. These are recorded on the [Long Term Planning document](#).

Global Themes (Heart)

In years 1-6 we plan our curriculum on a two year rolling programme which enables us to explore deeper in our learning. In reception, all 6 themes are taught to ensure that children get a balanced introduction to the curriculum and the pace of learning is appropriate to children's developmental stage.

Identity and Diversity	Peace and Conflict
Social Justice	Rights and Responsibilities
Sustainable Environmental Development	Global Neighbours

Brave Change-maker skills (Hands)

Central to the curriculum is that it gives our children the skills and knowledge they need, through topics that allow pupils to question, probe, think deeply about and challenge perception, making a mark in their communities. In our schools, this is what is known as a developing as a brave change-maker.

Critical Skills that we will teach to help our children become Brave Changemakers	
Critical Thinking	Cooperation and Conflict Resolution
Empathy	Managing Change
Self-Awareness and Reflection	Making Decisions
Communication	
Skills will be taught in our topic and through our RE and PHSE curriculum. These skills will be visible at the end of each topic, in what the children say, do and write.	

Brave change-maker skills icons:



In the same order as the icons above - Communication, critical thinking, empathy, self-awareness and reflection, managing change, cooperation and conflict resolution and making decisions

Key Documents to support Planning


Long Term Planning

The long term planning pulls together the core curriculum, including those subjects that sit outside the connected curriculum.

O:\Global curriculum\Core Curriculum 2020\Long Term Plan 2020\Current Long Term Plans

YEAR A	AUTUMN	SPRING	SUMMER
GLOBAL CURRICULUM THEME	Identity and Diversity	Social Justice	Sustainable Environmental Development
GLOBAL TOPIC/QUESTION	How can we help someone who doesn't have a home? Homelessness and Soup Kitchen	Is it fair? - comparison between cultures (GB / Africa), life of a child, animal rights and zoo animals - Comic Relief, link to an African school, Trip to Wild Place / Noah's Ark	How can human's negative behaviour impact the environment? T1 - plastic and the ocean T2 - rainforest and deforestation. Andy's friend - linked with plastic.
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 an 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, <u>Beano</u> , Uncle Willie and the Soup Kitchen, Croc and <u>bird</u> , 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 <u>Secre</u>	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	Significant events in world history - Live Aid, WWF	Significant events in national life, Greta Thunberg
GEOGRAPHY	Name and locate UK, countries and capital cities / mapping	Mapping an area contrasting (European v's non-European)	Study an area of the UK / mapping, locating 7 continents and 5 oceans
SCIENCE	Living things and their habitats (Discrete - Seasons)	Animals and Humans and needs for survival (Discrete - Seasons)	Materials and plants (Discrete - Seasons)
RE	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 - Y1: Who is Muslim and what do they believe? (Islam)	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?	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?
ENGLISH	Retell a traditional tale (three little pigs) Non-fiction about a place where people belong (church), Poem about belonging/homes.	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.	Text based unit - story writing based on The adventures of a plastic bag. Instructions for helping a plant grow.

Progression Documents

<p>Global Themes (Heart)</p>	<table border="1"> <thead> <tr> <th></th> <th>EYFS</th> <th>KS1</th> <th>LKS2</th> <th>LKS2</th> </tr> </thead> <tbody> <tr> <td> <p>Identity and Diversity</p> <p>Attitudes: Sense of identity and self-esteem</p> <p>Values: Respect and friendship</p> </td> <td> <ul style="list-style-type: none"> Uniqueness and value of every person Similarities and differences between self and others </td> <td> <ul style="list-style-type: none"> Similarities and differences between peoples in local setting and also in wider contexts What contributes to self-identity and belonging </td> <td> <ul style="list-style-type: none"> Diversity of cultures and societies within and beyond own experiences Contributions of different cultures to our lives </td> <td> <ul style="list-style-type: none"> Nature of prejudice, racism and sexism and ways to combat these Benefits and challenges of diversity </td> </tr> <tr> <td> <p>Social Justice</p> <p>Attitudes: Commitment to social justice and 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**Curriculum
Termly
Overviews
(Head)**

Termly Overview of knowledge and skills			
Content	Knowledge	Skills	Vocabulary
Science – Animals including humans	<p>Food enters the body through the mouth. Digestion starts when the teeth start to break the food down. Saliva is added and the tongue rolls the food into a ball. The food is swallowed and passes down the oesophagus to the stomach. Here the food is broken down further by being churned around and other chemicals are added.</p> <p>The food passes into the small intestine. Here nutrients are removed from the food and leave the digestive system to be used elsewhere in the body. The rest of the food then passes into the large intestine. Here the water is removed for use elsewhere in the body. What is left is then stored in the rectum until it leaves the body through the anus when you go to the toilet.</p> <p>Humans have four types of teeth: incisors for cutting; canines for tearing; and molars and premolars for grinding (chewing).</p> <p>Living things can be classified as producers, predators and prey according to their place in the food chain.</p> <p>MISCONCEPTIONS:</p> <ul style="list-style-type: none"> • arrows in a food chain mean 'eats' 	<p>Suggested enquiry to cover key investigation skills:</p> <p>Do animals have different types of teeth depending on the type of food they eat? After learning about the different types of teeth and their purpose, children are to observe pictures of different animal teeth (skulls with teeth exposed) to identify the type of teeth herbivores, carnivores and omnivores have. Using this knowledge, children can classify some different animals based on the type of teeth they have.</p> <p>Working scientifically skills:</p> <ul style="list-style-type: none"> • Plan - N/A • Do - Use identification keys (and charts) to identify and classify materials and organisms. • Record - Branching databases / classification keys • Review - Use test results to make predictions for new values 	<p>Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rictus, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain</p>
	<ul style="list-style-type: none"> • the death of one of the parts of a food chain or web has no, or limited, consequences on the rest of the chain • there is always plenty of food for wild animals • your stomach is where your belly button is • food is digested only in the stomach • when you have a meal, your food goes down one tube and your drink down another • the food you eat becomes "poo" and the drink becomes "wee". <p>Prior Learning</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans) • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans) • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans) 	<p>Future Learning</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (Y6 - Animals, including humans) • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans) • Describe the ways in which nutrients and water are transported within animals, including humans. (Y6 - Animals, including humans) 	<p>Sticky Vocabulary</p>

O:\Global
curriculum\Planning
Toolkit\Humanities, Art,
Science, DT & ICT Termly
Overviews

Assessment - Impact

The assessment document pulls together the assessments of all wider curriculum subjects and is completed by the end of each global theme or unit where the subject is taught discretely.



St Mary's and St Helen's Primary School Partnership

Foundation Subject Assessment: Global Connected Curriculum



Curriculum Bigger Picture:

Everything we do in the Connected Curriculum and through the assessments we make is linked back to the bigger picture:

'Giving our children the skills and knowledge they need, through topics that allow pupils to question, probe, think deeply about and challenge perception, making a mark in their communities. Becoming - Brave Change-makers'

Termly Assessment:

Year Group: 2 Term 5 and 6 Global Theme: Sustainable Environmental Development			
Key drivers: <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Key drivers</p> <p>History: The significant event of plastic being invented.</p> <p>Geography: Focus on a local area and how it has changed over time from an environmental perspective.</p> <p>Science: Materials and plants.</p> </div>			
Global Curriculum	Working Below:	Working At:	Working Above:
<p>Big question: How can human's negative behaviour impact the environment?</p> <p>Brave Change-maker Skills:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <small>Cooperation and Conflict Resolution</small> </div> <div style="text-align: center;"> <small>Self-Awareness and Reflection</small> </div> </div> <p>Global Theme Progression: Positive and negative impacts of people's actions (including own personal choices) on others and the environment. How people can damage or improve the environment.</p> <p>Maxi Product Outcome: Sponsored walk to raise money for Bristol Zoological Society – create a poster and video to raise awareness and encourage donations.</p>			
History:	Working Below:	Working At:	Working Above:
<p>Term 5: Historical enquiry – Find an answer to a question by looking at a simple picture/ describe main features of an artefact and make deductions from spotting clues etc./ Ask and answer questions.</p> <p>Chronological understanding – Comparisons between past and present using the suggested words and phrases. Use simple timelines to sequence processes/events.</p> <p>Range and depth of knowledge – Use information to describe differences between then and now, drawing on main events on history. Recognise why people did things, why events happened and what happened as a result.</p>			

Developing the Big Question and Product Outcome

Teachers should refer to the Global Curriculum Progression document in devising the Big Question and Product Outcome. This should be agreed across the two schools.

	EYFS	KS1	LKS2	UKS2
<p>Sustainable Environmental Development</p> <p>Attitudes: Concern for the environment and commitment to sustainable development</p> <p>Values: Hope/justice and perseverance</p>	<ul style="list-style-type: none"> Living things and their needs and how to take care of it Possibility of change in the future 	<ul style="list-style-type: none"> Positive and negative impacts of people's actions (including own personal choices) on others and the environment How people can damage or improve the environment 	<ul style="list-style-type: none"> People's dependencies on the environment Basics of climate change (causes and effects) 	<ul style="list-style-type: none"> Environmentally responsible living and global inequalities in ecological footprints Wider causes and implications of climate change Importance of biodiversity

EYFS: How can we make a difference to our world?

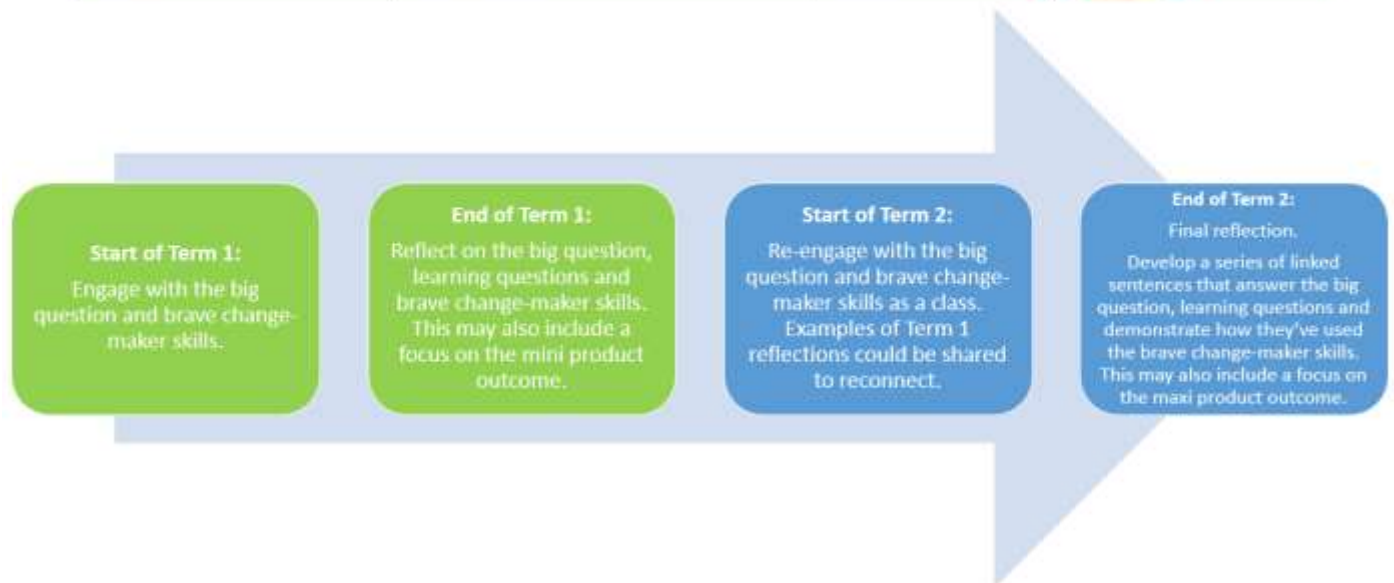
KS1: How can our actions change the environment?

LKS2: What can we do to prevent climate change?


UKS2: How can we respond to the wider causes of climate change?

Reflecting on the Big Question and Learning Questions

HOOK	UNDERSTANDING	PRODUCT	REFLECTION
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Example of a start of Term 1 initial response label:



Big Question:
Is it fair?

Learning questions:
What does fairness mean?
Fairness at home means...
Fairness at school means...
Fairness in the world means...
What does it mean to be treated unfairly?

Example of an end of Term 2 response label:



Big Question:
Is it fair?










Learning questions:
Are children treated fairly in other places in the world?
What are the similarities and differences between school life in the UK and Africa?
Who is Mary Carpenter? Why is she a significant person?
How did Mary Carpenter make a difference to the society that we live in today?

Brave change-maker skills:
How have you developed your communication skills this term?
How have you contributed to making decisions this term?

Enquiry Road Map

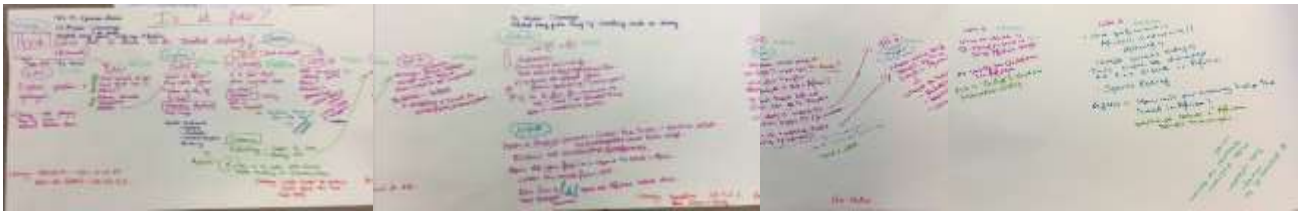
The road map provides a framework for collaborative planning. Teachers start this process by reflecting on Big Question, drivers and the identified texts. This can be informed by the Long Term Planning Summary.

LKS2 Rights and Responsibilities			
What makes a good leader?			
HOOK 1 – 2 weeks	UNDERSTANDING Up to 7 weeks	PRODUCT 1 week (or developed across and delivered in 1 week)	REFLECTION 1 week
<p>Outdoor Problem Solving</p> <ul style="list-style-type: none"> - Transporting water from one location to another - Crossing the water (any bridge building problem) <p>OR indoor – Letter from HT</p> <p>There's a problem in school... don't know how to sort it out. LKS2 Can you help?</p> <p>Debate/Discussion: What do we need to solve this problem? Lots of answers – provoke the need for leadership.</p> <p>Share the question: What makes a good leader?</p> <p>What do we already know?</p> <p>PROVOCATION: what leaders do we know?</p> <p>What do we need to find out?</p>	<p>What can we learn about leadership from Ancient Rome?</p> <p>Who were the Romans?</p> <p>What was their connection to Britain?</p> <p>What's their British timeline?</p> <p>Way of life</p> <p>Who led?</p> <ul style="list-style-type: none"> - Caesar - Claudius - Nero - Pharoahs (king of the land – Bouclica's husband) - Bouclica <p>How did they lead?</p> <p>ROMAN LEADERS</p> <ul style="list-style-type: none"> - Senate/Senators - Governors in provinces 	<p>What makes a good leader?</p> <p>Answer question by creating something new:</p> <p>We need to –</p> <p>Tell our community to ...</p> <p>We will do this safely and fairly by</p> <p>Debating</p> <p>Asking parliament (or local leaders)</p> <p>Gathering people's opinions</p> <p>Raise awareness</p> <p>Voting</p>	<p>What makes a good leader?</p> <p>SCM</p> <p>Our answers are –</p> <p>We can...</p> <p>We know this because</p> <p>We have learnt from the past that...</p> <p>Society needs to...</p> <p>I think</p> <p>Because</p> <p>And also</p> <p>We were successful because...</p> <p>Next time we will...</p> <p>The knowledge I have learnt is...</p>

LKS2 RIGHTS AND RESPONSIBILITIES PROVISION ROAD MAP EXAMPLE					
How can we protect others?					
TEXTS TO INSPIRE THE PROVISION & TEACHING SEQUENCE		Input Teacher initiated	Enhanced Challenges linked to the input	Continuous Provocations Adult, activity, resource	Outcomes for Product
     	<p>Head (AC Knowledge) Animals Inc. humans/Habitats Significant People from the past</p>	<p>English Narrative: Meerkat mail – focus on habitats NF: NCR Meerkats (or other) Narrative: Hedgehog/Storm Whale NF: Leaflet protecting hedgehogs/whales. Science Animals and Habitats (see science) History All about Grace Darling 'What I have found out?' reviews</p>	<p>Science challenges: Designing a meal for... Labelling Matching animals to habitats Bird feed balls History Challenges: Sequencing Grace's story Role on the wall for Grace Soap Box talk: We know about Grace Darling English challenges: Sequencing, retelling, short bursts guided writing sessions linked to sequence</p>	<p>Sunny's home – resources to make the best home for sunny Hedgehog road safety posters Animal hunts/matching animals to habitats Designing food for certain animals Bug homes/designing bird feeders</p>	<p>NF: Leaflet protecting hedgehogs</p>
 	<p>Head Protection/Voice for the helpless</p>	<p>NF: Recount of Grace Darling Soap Box speeches: Today I am talking about ... hedgehog/Meerkats etc ZOOM SPEAKER, hedgehog society/NSPCA/VET/WNU/</p>		<p>Role play – RNU station, resources for building animal homes, Vets/hospital/</p>	<p>Soap Box speeches: Today I am talking about ... hedgehog We can protect hedgehogs by...</p>
	<p>Head Being a Champmaker</p>	<p>Poster: Help the ... (hedgehog like the hedgehog preservation society) Warning poster: watch out for swamps/ferries (linked to Meerkat)</p>	<p>Safety posters Role for... working around the classroom/keeping each other safe/COVID etc</p>	<p>Help Grace rescue the sailors... floating and unking provocations</p>	<p>MAX PRODUCT: HEDGEHOG HOME and LEAFLET FOR PARENTS What do you do if you find a Hedgehog?</p>

Continuum (Superseded by Road Map)

Once teachers have familiarised themselves with the above documents, have collectively honed the big question and have identified the product outcome, they work together to develop the teaching sequences. This is initially recorded as a continuum and links teaching in English with the core curriculum.



Medium Term Planning

Having completed the road map, the medium term planning document is completed. This document outlines the teaching sequence for English and the global curriculum thus creating a connected curriculum.

Term 6		
	English Teaching Sequence	Topic Sessions
	<p>Narrative Phase 1 Outcome: Immersion in the text and retelling Phase 2 Outcome: Grammar and short bursts Phase 3 Outcome: Innovate, plan, write and redraft a finding tale</p>	
<p>Week 1 <i>Narrative</i></p>	<p>Tues: L.O. Predict in detail using inference skills.</p> <p>HOOK – Virtual safari and <i>chn</i> dress up. Safari video on as <i>chn</i> come in and word search to complete. JH share personal safari experience. Experience to hook the children into the core text (The Hunter). <i>Chn</i> to explore the outdoor area on their own 'safari' to find pictures of African animals and new vocabulary to create a class WORD BANK. TASK: Children write a prediction about the core text using the sentence stems 'I'm thinking, I'm wondering, It seems to me...' based on what they have found. Share the front cover with the children and a page from inside the book.</p> <ul style="list-style-type: none"> - Has your prediction changed? - What do you think the book will be about? - What might happen? <p>Share the story with the children Collect further interesting new vocabulary and share on a word bank in the classroom)</p> <p>Thurs: L.O. Text mark the key features of a finding tale.</p> <p>GROUP TASK: Jigsaw – Cut up Model of Excellence and <i>chn</i> put sequence it back together</p>	<p>Tues: STARTER: Introduce 'The Big Five' – Ask for predictions. Watch David Attenborough clips on 'The Big Five' What does poaching mean? Why are these animals poached? What for? <i>Chn</i> to match the animal to its characteristic that it is poached for. PPT: The Big Five (Addressing Sustainable Development: Negatives of peoples actions)</p> <p>TASK: 5 groups – Each group to create an informative poster on why their animal is poached.</p> <p>PLENARY: Share posters to the class. Share what is in place to protect these animals – Find video if possible.</p>









	<ul style="list-style-type: none"> - What are the key features? - What is the text type? - What is the purpose and audience? <p>Share that it is a narrative and it is a finding tale. TASK: Create the 'Thinking boxes' together as a class and text mark the key features using coloured pencils linked to the key.</p> <p>Fri: L.O. Retell a finding tale.</p> <p>Introduce oral story. Focus on a section at a time. Pre-draw story map in strips (Opening, Build up, Problem, Resolution and Ending/ Beginning, Middle and Ending) and enlarge this for the working wall. Focus is to learn it. Whole – Group – Pair retelling.</p>	
Week 2 <i>Narrative</i>	<p>Mon: L.O. Write a diary entry in role.</p> <p>Talk about characters' feelings using evidence from the text: Share pg. where Jamina finds the baby elephant E – Explain what's happening on this page. Tell me more about the baby elephant and Jamina. R- What does Jamina have to do? (Try lead him home with her and perhaps they find his family on the way) How may Jamina be feeling? I – What sort of person do you think Jamina is? How may she be feeling about this? C- What words has the writer chosen to use to describe how the baby elephant is feeling?</p> <p>TASK: Children imagine they are Jamina and write a diary entry about rescuing one of the big five animals in the same situation.</p>	<p>Mon: Art - L.O. Use a range of media and control the marks made.</p> <p>Piece 1: Introduce the different shading techniques and practise these in their books. Choose one of 'The Big Five' animals to sketch (This animal will be in the innovation of their story). Piece 2: Use pastels to draw their chosen animal again, choosing the appropriate colours to match their appearance.</p> <p>Tues: Become an expert on their chosen animal! TASK: In groups of chosen animal, go to each station to record facts. Each station to relate to a different key feature e.g. habitat, appearance, diet etc.</p>

Vocabulary

As part of topic lessons, vocabulary is planned in a tiered format. At the start of a topic the key tier 3 vocabulary is specifically taught. Children then keep a glossary of the vocabulary that they can refer to in their books. Vocabulary also makes up a key part of the topic learning wall so that it can be referred to throughout the learning. The final product of the topic should be an opportunity for children to use the new vocabulary that has been introduced.

Glossary - Autumn's terms

How can we help people belong?

 Identity	 Methodist
 Society	 Plantation
 Community	 Enslave
 Culture	 Abolition

Discrete Subject Planning

Some subjects are taught discretely. For these we use the discrete subject planning document.

St Mary's School Planning Sheet
Year: 1 and 2 Apple, Cherry and Pear Term: 1

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
COMPUTING	LO: Can I log on?	LO: Can I log on?	LO: Can I access a website?	LO: Can I make a poster?	LO: Can I make a poster?	LO: Can I create top tips for e-safety?	LO: Can I create a top tips poster?
	ACTIVITY: E-Safety question – Why must we use a password to log on? Log on to laptops then access textease and draw a picture.	ACTIVITY: E-Safety question – Why must we use a password to log on? Log on to laptops then access textease and draw a picture.	ACTIVITY: E-safety questions – What rules do we use to stay safe online? Children log on and then access cbabilities and play a game.	ACTIVITY: E-safety question – How do we keep our information safe online? Children log in then access textease and make a poster about theme. Save posters to access next time.	ACTIVITY: E-safety question – How do we keep our information safe online? Children log in then access textease and make a poster about theme.	ACTIVITY: E-safety question – How would you support a friend if something bad happened to them online? Discuss the question and create top tips.	ACTIVITY: E-safety question – How can you be a good friend online? Revisit top tips, log in and create posters to be displayed in class.
RE	LO: To discuss what it means to be kind. To begin to understand times when it is difficult to be kind.	LO: To learn about what the Christian bible teaches about kindness.	LO: To understand how the parable of The Good Samaritan expresses kindness.	LO: To learn about what the Christian bible teaches about kindness. To learn about the parable of the Paralysed man.	LO: To learn about what the Christian bible teaches about kindness and how this makes Christians behave towards other people. To show an understanding of what kindness looks like.	LO: To understand what it means to be kind. To show an understanding of how/why Christians show kindness.	LO: To understand what it means to be kind.
	ACTIVITY: Reflect and draw an occasion when you were kind to someone even though it was difficult.	ACTIVITY: Discuss and reflect - Is it easy to be kind to someone you don't know?	ACTIVITY: Discuss why Jesus told the story of the Good Samaritan. Sequence pictures of Good Samaritan and explain why this story is about kindness.	ACTIVITY: Tell the story of Jesus healing the Paralysed man. Who showed kindness in this story? What is the kindness that is shown? Children to sequence the events of this story.	ACTIVITY: Teach the children that one of Jesus' most important teachings was 'love your neighbour as yourself'. (Mark 12:28-31) Discuss this means and what it might look like in everyday life. Jesus meant everyone is your neighbour.	ACTIVITY: Revisit key question: Is it possible to be kind to everyone all the time? Jesus tells Christians to be kind to everyone. How do they achieve this? Look at work of Salvation Army/Christian Aid to help with this question.	ACTIVITY: Listening to Jesus' teachings, do you think you are kind to everyone all of the time or is this something you need to work on? How can you be a better friend?

Connecting with the families: Home Learning Menu & Curriculum Maps

At St Helen's the home learning menu provides children with the opportunity to continue to engage with our connected curriculum and to support the children in becoming independent learners.

Home learning at St Mary's may include an element linked to the connected curriculum topic or the core text each week. The home learning also provides families with the opportunity to connect with the school curriculum. The whole school and year group curriculum maps provide families with an insight into school-based learning.

St Helens C of E School Menu
Spring Term
Global Theme: Social Justice
Big Question: Is it fair?
Topic: Comparison between cultures (Great Britain and Africa)

Main Course

Big Maths Learn It!.....
A few juicy mathematical facts for you to learn off by heart: rapid, very rapid recall! These progress systematically and need quick reactions and no fingers! Not forgetting to make the most of Times Tables Rock Stars and Numtots to try and beat your personal best time!

Spellings for the week.....
An average of 10 delicious spellings per portion. We will start and end in class so enjoy mixed methods of learning at home. Take care, some are slippery and need full concentration! Tested each week and recorded in home learning folders for sharing.

Reading.....
A true sharing treat! Children and families can read and discuss books together after school, before school, in the car, in fact this treat can be enjoyed anytime and almost anywhere. Devour pages 4-5 at a time for full flavour.

Side Orders
These optional extras will add a bit of variety to the main menu!

The Wildlife Expert.....
Find out information on the Big Five animals and present your information in an interesting way.

The Author.....
Imagine you are in the middle of an African plain or safari. Write a setting description describing what you can hear, see, smell, touch and even taste.

Y3/4 Home Learning
Friday 10th September 2022

This week we have been writing story prompts based on the Day of the Cat. We have been using tenet adventures. These are used to start activities and all in other, where or how something happens.

In your homework book, write sentences using these tenet adventures.

After lunch,
Hidden under the bed,
Far off in the distance,
Without thinking,

Number
These will be tested each Friday in school.

1. draw
2. draw
3. draw
4. draw
5. draw

6. add
7. compare
8. compare
9. compare
10. compare

453 =

328 = 781 = 142 = 863 =

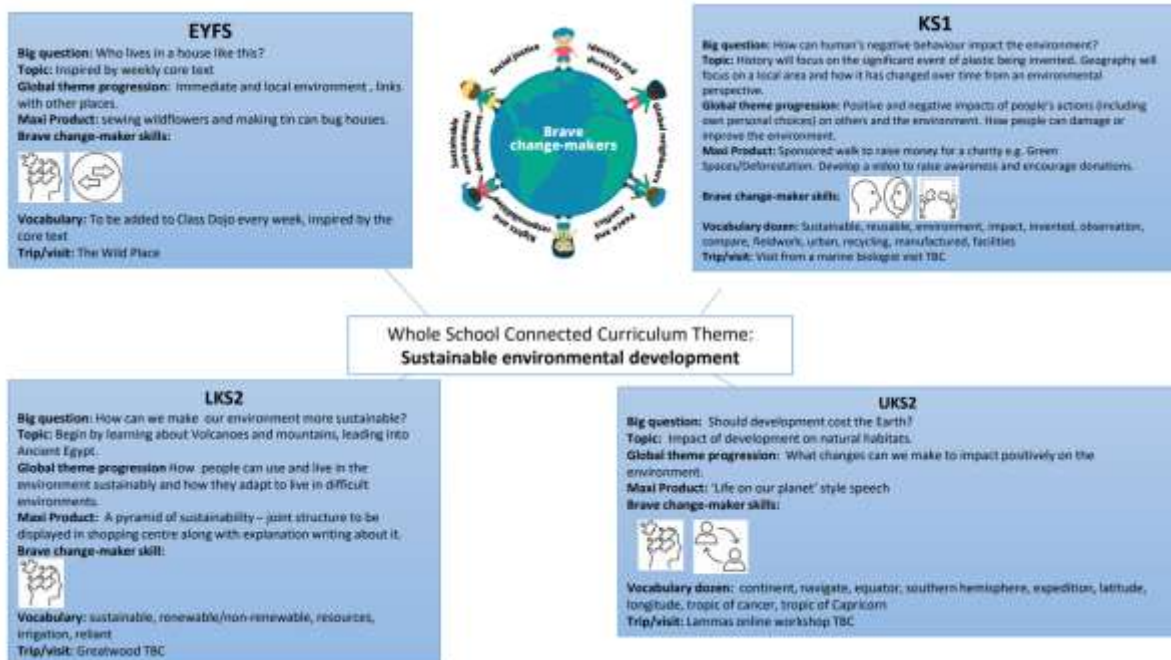
Write number sentences:
 Example: 1248 = 1000 + 200 + 40 + 8

3287 = 1832 = 9274 =

Spelling
 We were currently searching over all letters. Use TTS to generate words.

Reading
 Share with you are reading, at least 5 books per week and are keeping our reading in your reading diary. You should be writing towards completing your reading book.

Whole school curriculum map:





Year

group

curriculum map:



Some Facts (Knowledge & Understanding)	Skills	Vocabulary Dozen	
<p>There are seven continents on Earth and together they cover one third of the world, with the oceans covering the other two thirds. Ordered from largest in area to smallest, they are: Asia, Africa, North America, South America, Antarctica, Europe, and Australia.</p> <p>Africa is the continent that has the most countries. There are 54 countries on the African continent.</p> <p>In Africa, the Big Five game animals are the lion, leopard, rhinoceros, elephant and Cape buffalo. The term was coined by big-game hunters and refers to the five most difficult animals in Africa to hunt on foot but it is now also widely used by safari tour operators.</p>	<p>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.</p>  <p>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.</p> 	<p>Poachers A person who hunts or catches animals illegally.</p> <p>Welfare The health/ happiness of a person or animal.</p> <p>Continent One of several large landmasses.</p> <p>Endangered A species at serious risk of extinction.</p> <p>Extinction A group of species that have no living members.</p> <p>Illegal Not allowed by the laws or rules.</p>	<p>Habitat The home of an animal or plant.</p> <p>Employment Having paid work.</p> <p>Motive A reason for doing something.</p> <p>Captivity Being imprisoned.</p> <p>National Park An area of countryside that is protected for the public or the preservation of wildlife.</p> <p>Savannah A grassy plain with few trees in tropical and subtropical regions.</p>



Subject	Term 3 Learning
Core Text & Writing	Core text: The Hunter by Paul Geraghty Narrative: Write a finding tale. Non-fiction: Write a balanced argument on whether it is fair that animals are kept in zoos. Other cross-curricular writing: Write to inform about poaching and write a recount on a real event (trip to Noah's Ark Zoo Farm)
Reading Skills	Make predictions: I think that... because... This could mean that... This is similar to... Read fluently with greater expression and responding to punctuation Extract meaning and draw inferences Find and retrieve information Discuss vocabulary
Mathematics	Multiplication, Division and Money (All linked to 2s, 5s and 10s)
Science	Animals including Humans
Religious Education	What can we learn from sacred books? (Islam & Christianity)
Computing	The impact of IT (linked to media skills)
Physical Education	Dance and tag rugby
Geography	Mapping an area contrasting (European v's non-European)
History	Significant events in world history
Art	Printing – African batiks
Jigsaw	Dreams and Goals
Music	Zootime by Joanna Mangona (Reggae song) and Beat Bus Music

Introduction to a lesson

To support the children's understanding of what subject a wider curriculum lesson is focused on, subject specific icons are used on flipcharts, worksheets and visual timetables. In addition, when the children write the learning objective which links to the skills progression, they write the subject in brackets afterwards e.g. (History). Learning

objective labels can also be used. Front cover pages are used on flipcharts to support the children with recognising and articulating the skills of what a Historian or Geographer do etc.

Subject specific icons:



History



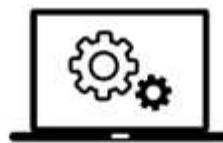
Geography



Science



Music



Computing



RE



Reading



English



Art and design



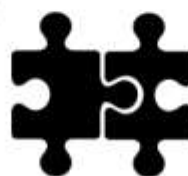
PE



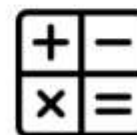
DT



Languages



PSHME



Maths

Examples of learning objective labels:

<p>Wednesday 11th May 2022</p> <p>L.O. Ask and answer questions about the past by observing pictures.</p>		<p>History</p>
<p>Skills progression:</p> <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information (e.g. pictures, stories) Ask and answer questions such as: 'what was it like for a ...?', 'what happened in the past?', 'how long ago did ... happen?' Look carefully at pictures or objects to find information about the past 	<p>Vocabulary:</p> <p>Before Then When Plastic Invented Material Parkesine Ivory Tortoiseshell Fibres</p>	

<p>Wednesday 16th March 2022</p> <p>L.O. Compare similarities and differences between the life of a child in Africa and the UK.</p>		<p>Geography</p>
<p>Skills progression:</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a non-European country.</p>	<p>Vocabulary for physical features: season, weather, trees, field, river, vegetation, mountains, lakes</p> <p>Vocabulary for human features: house, office, school, road, building, village, shops, city, farm</p>	

Example of a front cover page used on a flipchart:

I am a geographer...

I study places and the relationships between people and their environments in order to make sense of the world and my place in it.

I examine how human culture interacts with the natural environment and the way that location and places can have an impact on people.



I explore both the physical properties of the Earth's surface and the human societies spread across it.

I seek to understand where things are found, why they are there, and how they develop and change over time.

Front cover pages in books

Every long term, front cover pages with the following key features are stuck into curriculum books.

Autumn Term
Global Theme: Identity and Diversity



Big Question:
How can we help a person or animal who doesn't have a home?

Learning questions:

Term 1:
Who am I? What does home mean to me? What do I need to survive? What is the human life cycle? How do we change as we grow? What significant events have happened in my life? Can I order these events on a timeline? What does it mean to be part of a community? What are homes like in our community? How have homes changed over time?

Term 2:
What is a 'need' or a 'want' when it comes to housing? How are homes different for different people's needs? What does it mean to be homeless? How are homeless people protected? Is homelessness the same or different across different cities in the UK? What is a city? How can we make a difference to help people without homes?

Brave Change-maker Skills:



Empathy



Managing change

Key drivers
History: Significant events in own life
Geography: Locational knowledge and map work
Science: Living things and habitats, including humans
PSHE: Being healthy

Celebration assembly certificate

At St Helen's, at the end of every short term, a brave change-maker award is given to celebrate the impact of the brave change-maker skills. In addition to this certificate, another child achieves the termly values shield.





Brave Change-maker Award

Name: _____

Reason: _____

Given by: _____









At St Mary's, one child is selected each week by their class teacher for demonstrating the brave change-makers skills. Staff use the vocabulary of the skills when presenting their awards and other assemblies throughout the term may also mention the skills to raise the profile of these skills. Dojo points collected by children are added to their house

total. The houses are named after brave change-makers who were voted for by the parent community. The brave change-maker houses are Attenborough, Seacole, Pankhurst, Muller and Luther-King. These individuals will also be highlighted in assemblies throughout the year where relevant.



Classroom displays

Classroom displays should include the following key features:

- Global theme
- Big question
- Brave change-maker skills (icons included)
- Short summary of the key drivers
- Learning questions with work examples and photos as the learning journey develops
- Vocabulary (e.g. tier 3 and subject specific)
- Maxi product that the children are working towards

Communal displays

Communal displays should include art, published written work and pupil voice. Alongside the display, there should be a scrapbook of additional published writing. The displays should replicate the school model with work backed, writing published onto watermarked/lightly printed paper, pupil voice and titles hand-written with metallic pens onto black paper.




Oracy

In order for children to have the tools they need to communicate as brave changemakers, Oracy lessons are taught weekly. These sessions follow the same structure every week. Children revisit the Oracy contract, they have a warm up activity, a main task which is focused on an objective from their skills progression and a reflection at the end of the lesson. As well as these weekly sessions, teachers promote Oracy across the curriculum. The use of sentence stems of writing and talk enables children to structure their answers.

Oracy Contract



As a communicator I can:

-  Be an active listener
-  Take turns
-  Speak clearly
-  Use the right voice for the right situation
-  Stick to the point