

Connected Curriculum Theme: Identity and Diversity

Global Theme Progression: Similarities and differences between peoples in local setting and also in wider contexts. What contributes to self-identity and belonging.

Global Theme Attitudes: Sense of identity and self-esteem

Topic: Homelessness (see our class page on the school website for a summary)

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


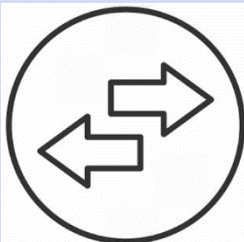
Term 1 Learning Questions:

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? How can we make a difference to help people without homes?

Term 1 Mini Product Outcome:

Create an informative leaflet on 'Our neighbourhood' to be shared with Year 1 and Year 2 at St Mary's.



Some Facts (Knowledge & Understanding)	Skills	Vocabulary Dozen			
<p>All animals, including humans, are born, they get older and bigger and some will go on to have children. In the end, all animals die. We call this a life cycle. Animals are small when they start life. Over time they grow bigger and their bodies change. When they are grown up, they might reproduce and have young animals of their own. These children will get older and may eventually also have children too, and so the life cycle keeps going! All animals have three basic needs for survival which are air, water and food.</p>	<p>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.</p>	<p>Identity</p>	<p>the set of qualities and beliefs that make one person or group different from others</p>	<p>Diversity</p>	<p>Diversity means differences. People may be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion.</p>
<p>To grow into a healthy adult, we must eat a balanced diet and exercise. Being active and exercising keeps our body and minds healthy.</p>		<p>Hygiene</p>	<p>the practice of keeping clean to stay healthy and prevent disease</p>	<p>Community</p>	<p>A community is a group of people living in a particular area.</p>
<p>To stop germs from spreading, it is important to be hygienic. Microorganisms are tiny living things that we cannot see without the help of a special piece of equipment called a microscope. There are different types of microorganisms and many of them are actually useful to us. Germs are normally what we call the microorganisms that can make us sick.</p>	<p>Managing change - Children will be able to describe feelings about changes in own life and locality.</p>	<p>Life cycle</p>	<p>a series of stages a living thing goes through during its life</p>	<p>Neighbourhood</p>	<p>a district or community within a town or city</p>
<p>When you are active, you should find your breathing gets faster and you feel warmer. Your heart rate will also increase. The number of times your heart beats in a minute is called your pulse.</p>		<p>Life processes</p>	<p>series of actions that are essential to determine if an animal is alive, such as movement, respiration, sensitivity, growth, reproduction, excretion and nutrition or MRS GREN.</p>	<p>Significant event</p>	<p>A big moment or event in your life, such as starting school</p>
		<p>Habitat/ microhabitat</p>	<p>a place that an animal lives/ a small specialised habitat within a larger habitat</p>	<p>Chronological order</p>	<p>The arrangement of things following one after another in time.</p>
		<p>Observe/ observation</p>	<p>the method of watching, listening, asking questions, documenting, and analysing</p>	<p>Route</p>	<p>a road or course of travel from one place to another</p>

Subject	Term 1 Learning			
Core Text & Writing	Narrative: In Every House on Every Street by Jess Hitchman.  Outcome: Short burst description. What does home mean to me?	Narrative: Lost and Found by Oliver Jeffers.  Outcome: Write an innovated journey tale to entertain.	Write to inform: Informative leaflet on 'Our neighbourhood' to be shared with Year 1 and Year 2 at St Mary's.	Write to entertain: Seasonal poetry (autumn/harvest).
Reading Skills	-Make predictions and provide evidence: I predict that... I think this because... -Read fluently (sounding out unfamiliar words) with attention to punctuation -Extract meaning in discussion and draw simple inferences -Discuss vocabulary			
Mathematics	Number: Place Value, Addition and Subtraction 10 times tables: Develop fluent step counting and conceptual understanding of what multiplication and division facts represent and how times tables are structured. Learn Its aim by the end of Term 2: Step 7			
Geography	Locational knowledge and using maps			
History	Significant events in own life (chronology skills)			
Computing	Online safety			
Physical Education (Monday and Wednesday)	Invasion games and gymnastics			
French	I'm learning French			
Art/DT	Who am I? Self-portraits inspired by Pablo Picasso (artist study) What are homes like in our community? Watercolour painting inspired by David Tovey (artist study)			
Jigsaw	Being me in my world			
Religious Education	What is the good news Jesus brings? (Gospel)			
Music	Hands, Feet, Heart by Joanna Mangona - A song that celebrates South African music (adapted for COVID version)			
Science	Living things and habitats			

