

## Year 3 Topic: Where can we go from here? Term: Autumn 1 Topic Length: 6 weeks

<b>INTENT</b>	<b>Vision</b>	<b>Together we all discover, learn, grow and succeed</b>									
	<b>Values</b>	<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>				
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic				
	<b>Curriculum Design</b>	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>									
<b>Learning Behaviours</b>			<b>Skills</b>			<b>Knowledge and Understanding</b>					
Attitudes and attributes for learning and life			Subject specific skills required to attain and excel			Deep learning of the key concepts of our curriculum and the National Curriculum					
<b>IMPLEMENTATION</b>	<b>Our 10 Key Principles for Effective T&amp;L</b>	<b>High Aspirations</b>	<b>Inspire and Challenge</b>	<b>Pupil Progress</b>	<b>Positive Habits</b>	<b>Variation</b>	<b>Developing Learning Behaviours</b>	<b>Relationships</b>	<b>Questioning and Feedback</b>	<b>Assessment for Learning</b>	<b>Subject Knowledge</b>
	<b>Topic Purpose</b>	For children to have a sense of community and learn about the local Geography To use local landmarks to create artwork									
		Hook: trip to look at local human and physical features in Ivybridge, visit the local library and sketch the Ivybridge bridge.					Outcome: Children develop their understanding of the UK and their county Devon.				
	<b>Main Subjects</b>	Geography				Science			Art and Design		
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>Identifying physical and human characteristics.</li> <li>Identify local changes over time.</li> <li>Interpret maps and aerial photographs.</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</li> <li>Use the eight points of a compass.</li> <li>To use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>				<ul style="list-style-type: none"> <li>Compare how things move on different surfaces.</li> <li>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</li> </ul>			<ul style="list-style-type: none"> <li>Make as many tones of one colour as possible using primary colours and white.</li> <li>Darken colours without using black.</li> <li>Mix colours to match those of the natural world – colours that might have a less defined name.</li> <li>Introduce different types of brushes for specific purposes.</li> <li>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</li> <li>Evaluate and analyse creative works using the language of art.</li> </ul>			
<b>Our Overarching Themes</b>	Relationships	Mastery	Community	Vocabulary/Oracy	Being Healthy/Active	Equity of Education		Developing Learning Behaviours	Fluency		



### **Discrete Learning Opportunities**

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete: (eg computing, PE, music, MFL, PSHE, cricket, etc...)

<b>Subject</b>	<b>Key Performance Indicators</b>
Computing	Connecting Computers – digital devices and how they work – how do we stay connected to the outside world.
PE	Key skills – improving ball skills, speed, agility, balance, posture, strength, jumping, stamina, problem solving, accuracy and co-ordination.
MFL	French – C'est Moi – greetings, numbers, how are you? And saying hello.
PSHE	Jigsaw units – Being Me and Celebrating Difference.
RE	Understanding Christianity – The creation story.

**Year 4**      **Topic: The Caribbean****Term: Autumn 1****Topic Length: 6 weeks**

<b>INTENT</b>	<b>Vision</b>	<b>Together we all discover, learn, grow and succeed</b>									
	<b>Values</b>	<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>				
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic				
	<b>Curriculum Design</b>	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>									
<b>Learning Behaviours</b>				<b>Skills</b>				<b>Knowledge and Understanding</b>			
Attitudes and attributes for learning and life				Subject specific skills required to attain and excel				Deep learning of the key concepts of our curriculum and the National Curriculum			
<b>IMPLEMENTATION</b>	<b>Our 10 Key Principles for Effective T&amp;L</b>	<b>High Aspirations</b>	<b>Inspire and Challenge</b>	<b>Pupil Progress</b>	<b>Positive Habitats</b>	<b>Variation</b>	<b>Developing Learning Behaviours</b>	<b>Relationships</b>	<b>Questioning and Feedback</b>	<b>Assessment for Learning</b>	<b>Subject Knowledge</b>
	<b>Topic Purpose</b>	To learn about and locate a region in Central America To explore the Human Digestive System									
		Hook: Live workshop to learn steel drums						Outcome: A Caribbean themed afternoon incorporating all learning.			
	<b>Main Subjects</b>	Science					Geography				
	<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>Name and describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>Set up simple practical enquiries.</li> </ul>					<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian.</li> <li>Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes and 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</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>				
<b>Our Overarching Themes</b>	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency			



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<b>Subject</b>	<b>Key Performance Indicators</b>
Computing	The Internet
PE	Cricket
PSHE	Jigsaw units – Being Me
RE	Understanding Christianity – The creation story