



Year 3 Curriculum Map

2022 - 2023

2014 National Curriculum Coverage at Langney Primary School – Year 3

Vision Statement: <i>'At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary School our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school ethos places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff (School Vision Statement March 2019).</i>	School Motto: <p style="text-align: center;">“Active Body, Healthy Mind”</p>
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Curriculum Intent: <ol style="list-style-type: none"> 1) INNOVATION 2) CENTRE OF EXCELLENCE IN ALL DISCIPLINES 3) TALENT DISCOVERY 4) RAISING ASPIRATIONS & LIFE CHANCES 5) BALANCE BETWEEN EXCELLENCE (STANDARDS) and ENJOYMENT 6) HEALTH & WELL-BEING 	Core Values: <p>The individual school character is based on the following shared core values which underpin our behaviour principles and interactions with each other:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>Mutual Respect</td></tr> <tr><td>Aspiration</td></tr> <tr><td>Appreciation</td></tr> <tr><td>Positivity</td></tr> <tr><td>Forgiveness</td></tr> </table>	Mutual Respect	Aspiration	Appreciation	Positivity	Forgiveness
Mutual Respect						
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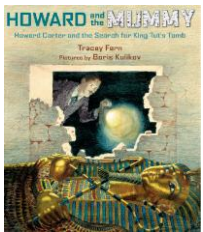
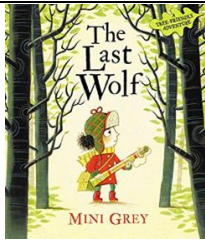
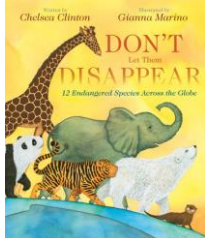
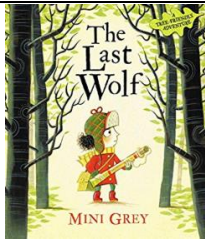
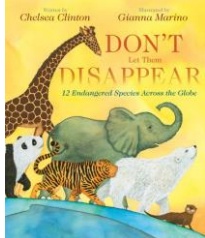
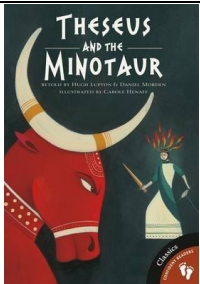
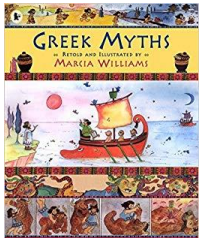
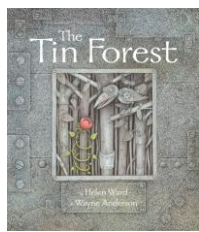

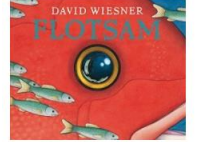

VR/AR Resources	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Stunning Start and Fabulous Finish

Stunning Start	Geography Stunning start VR Tour of Europe	Egyptian Day Own Workshop <small>(Make papyrus paper, bookmark, cartouche, hieroglyphics decoding, make pasta egyptian jewellery and paper plate collars, sphinx picture, mummy, historical timeline, dress up, artefacts, toilet roll mummy game, VR) The Great Pyramid, Cairo (360 video)</small>	Animal Day <small>Raise money to sponsor an endangered animal</small>	Greek Dress Up Day <small>History lessons through Olympics, Art and other Greek themed activities, VR</small>	Junk Modelling <small>Over the weekend someone has strewn litter around our classroom – Who? and Why? (plant to be in the middle of some tin foil to show new life and introduce Science) Book in the rubbish</small>	Camera Found! Beach School-Beach clean <small>Pictures of Beaches and rivers like Flotsam, box of washed up sea items and river items. VR</small>
Fab Finish	Forest School Session <small>share photos and creations with parents</small>	Xmas Craft and Carols	Animal Visitor <small>(Endangered animals workshop) [Dr Susan Cheyne]</small>	Greek Cafe (food and craft) <small>with parents</small>	Artist - Forest Painting Terry Hobbs	Priory Road Park Trip <small>with parents - picnic</small>

Coverage

Term	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 7 weeks
Topic Title	Who's Afraid Of The Dark?	Walk Like An Egyptian	The Last Wolf	Groovy Greeks	Secrets of the Forest	River Deep, Mountain High
Writing Genres	'The Dark' by Lemony Snicket Advice letter Description - Sky audio description (Literacy shed) Dark/Halloween Poem onomatopoeia poetry	Narrative – carry on a story. Marcy and the Riddle of the Sphinx Non-Fiction – fact page about Egyptians Recount-Diary - Howard Carter and the Mummy	Narrative - The last.... Recount - Letter saving endangered animals and world protection Interview – Interview with SC (visitor)	Narrative - based on Theseus and The Minotaur Non Chronological Report - Greek Gods	Description and Diary - The Old Man's dreams (personal story) Instructions How to grow a tree, plant or flower	River poem (river book) Rhyming Recount / Newspaper Report Flotsam
Reading Genres	Fiction Poetry Fiction audio	Non-Fiction texts on Egypt Non-Fiction diaries	Non-Fiction texts about endangered species Fiction - The Last Wolf Poetry – Eric Carle – Animals Animals	Non-fiction texts about Greece and England Myths and legends (fiction)	Fiction – The Tin Forest Longer text e.g. the Magic finger Non-Fiction-instructions	Fiction - Flotsam and River POETRY Recital week. Railway carriage)

			(select animal poems to focus on)	Poetry – Winter/Spring poem (plants/growth)	Poetry – What did the tree see?	Non-Fiction texts about rivers and mountains
Core Text	 <p>The Dark by Lemony Snicket</p> <p>Sky Audio</p> <p>Poetry</p>	 <p>Howard and the Mummy - Howard Carter and the Search for King Tut's Tomb</p>  <p>The Last Wolf by Mini Grey</p>  <p>Don't Let Them Disappear by Chelsea Clinton</p> <p>Who built the pyramids and other non-fiction texts exploring the Egyptians in ancient times</p>	 <p>The Last Wolf by Mini Grey</p>  <p>Don't Let Them Disappear by Chelsea Clinton</p> <p>Various Animal non-fiction books</p>	 <p>Theseus and the Minoaur</p>  <p>Greek Myths by Marcia Williams</p> <p>Theseus and the Minotaur (writing)</p>	 <p>The Tin Forest by Helen Ward</p> <p>Instructions-</p>	 <p>A River by Marc Martin</p>  <p>Flotsam by David Wiesner</p>  <p>Rhythm of the Rain</p> <p>We will explore various non-fiction books about rivers and mountains.</p> <p>River poems</p>
	Science	<p>Scientific Enquiry - working scientifically</p> <ul style="list-style-type: none"> I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up simple practical enquiries, comparative and fair tests. I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers. I can gather, record, classify and present data in a variety of ways to help in answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 	<p>Physics - Light</p> <ul style="list-style-type: none"> I can recognise that light is needed in order to see things and that dark is the absence of light. I can identify that light is reflected from surfaces. I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. I can recognise that shadows are formed when the light from a light source is blocked by an opaque object. I can find patterns in the way that the size of a shadow changes. 	<p>Biology - Animals, Including Humans</p> <ul style="list-style-type: none"> I can 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. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Biology - Plants</p> <ul style="list-style-type: none"> I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I can 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. I can investigate the way in which water is transported within plants. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Physics - Forces and Magnets</p> <ul style="list-style-type: none"> I can compare how things move on different surfaces. I can notice that some forces need contact between two objects, but magnetic forces can act at a distance. I can observe how magnets attract or repel each other and attract some materials and not others. I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. I can describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing.
Science	Various	Thomas Young	Diane France	William Gilbert	Carolus (Carl) Linnaeus	Marie Tharp Mary Anning

Computing	<p>Computing (The world wide web and the internet)</p> <ul style="list-style-type: none"> I can explain what the World Wide Web is I can explore how web search results are selected and ranked I can explore the history of search engines I can explain how the internet works I can explore how data travels across the internet 	<p>Computer Science 1 (Robotics with Sphero)</p> <ul style="list-style-type: none"> I can decide what makes a robot I can control an unfamiliar robot I can control a robot using a variable I can program multiple sensors and variables on a robot I can program a robot to perform a specific task 	<p>Electronic Safety (Helping Me & Helping Others)</p> <ul style="list-style-type: none"> I can explain how to report online safety worries I can find ways on how to deal with online strangers I can explain why digital games have age ratings I can help someone that may need online safety advice I can recognise the difference between bullying and cyberbullying 	<p>Handling Data (Using Formulas)</p> <ul style="list-style-type: none"> I can analyse data I can find and name specific cells on a spreadsheet I can use a simple formula I can use more than one formula I can use a formula to find specific information 	<p>Computer Science 2 (Problem Solving)</p> <ul style="list-style-type: none"> I can gather resources needed to make a digital story I can animate a digital character I can program two scratch sprites to interact together I can use our knowledge of Scratch to create a digital story 	<p>Digital Creator (Photography)</p> <ul style="list-style-type: none"> I can identify the style of a specific artist I can capture digital images in the style of a specific artist I can consider composition to improve a photograph I can explore the use of patterns in photography I can present work that showcases new learning and skills
History		<p>Achievements of Another Early Civilisation</p> <ul style="list-style-type: none"> I can explain the achievements of an early civilisation and its influence on the western world. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> I can describe events from the past using dates when things happened. I can use a timeline to place historical events in chronological order. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums). I can recognise that there are different accounts of history. I can ask questions and find answers about the past. 		<p>Ancient Greece</p> <ul style="list-style-type: none"> I can explain the achievements of Ancient Greece civilization. I can explain Greek life through studying Ancient Greece. I can explain the influence Ancient Greece has had on the western world. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> I can describe events from the past using dates when things happened. I can use a timeline to place historical events in chronological order. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums). I can recognise that there are different accounts of history. I can ask questions and find answers about the past 		

Geography

All About Europe

Locational knowledge

- **KS1 Review** – I can name and locate the seven continents of the world (*North America, South America, Europe, Asia, Oceania/ Australasia, Antarctica*).
- **KS1 Review** - I can name the world's seven continents and five oceans (*Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean*).
- I can name and locate European countries.
- I can name and locate the major capital cities of some European countries.
- I can identify that the countries of Europe are in the Northern hemisphere.

Place Knowledge

- I can identify main languages spoken in Europe
- I can identify flags of significant European countries.

Overview of the physical and human features of Europe
Look at architecture - Antoni Gaudi

Human Geography

- Significant features: visit famous landmarks tourist attractions and monuments e.g Acropolis, Colosseum, Eiffel Tower etc.
- Types of settlement

Physical Geography

- I can describe and understand key aspects of the physical geography of Europe.
- Significant features
- climate zones
- biomes and vegetation belts
- volcanoes and earthquakes- Volcanoes Vesuvius, Etna / Earthquakes-Southern Italy, Greece, Romania.

Human Geography

- Economic activity and trade links
- distribution of natural resources (energy, food, minerals and water)

Place Knowledge - European Comparison

- I can understand geographical similarities and differences, through the study of human and physical geography, **between a region of the U.K. and a region in a European country.**

*Region of Europe
Germany - The Black Forest and the U.K. New Forest*

Physical Geography

- I can describe and understand key aspects of: the water cycle, mountains: Alps, Pyrenees, rivers: e.g. Seine, Rhine, Rhone, Danube

Geographical Skills and Fieldwork

Local area (Seven sisters and the Cuckmere-contact about fieldwork approach)

- I can use maps, atlases globes and digital mapping to locate countries and describe features studied.
- I can use the eight points of the compass to help build my knowledge of places.
- I can use symbols and key and four figure grid references to build my knowledge of U.K. and the wider world.
- I can do 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.

<p>Art & Design</p>		<p>Sculpture</p> <ul style="list-style-type: none"> I can shape, form, and construct using malleable and rigid materials. I can understand different adhesives and methods of construction I can sculpt with adding texture and 3D form. I can make evaluation notes in my sketchbook. I can use my initial sketches to inform my final art piece. I can record my observations and use them to review and revisit ideas 			<p>Painting</p> <ul style="list-style-type: none"> I can make evaluation notes in my sketchbook. I can use my initial sketches to inform my final art piece. I can record my observations and use them to review and revisit ideas. I can colour mix primary/secondary colours with accuracy. I know where each colour sits on a colour wheel. I can apply colour using different techniques (e.g. dotting, scratching, splashing, range of brushes). I can use colour effectively on a large scale. (e.g. backgrounds, landscape). 	<p>Drawing</p> <ul style="list-style-type: none"> I can make evaluation notes in my sketchbook. I can use my initial sketches to inform my final art piece. I can record my observations and use them to review and revisit ideas. I can use blending stumps to begin to create form. I can draw using close observation skills. I can draw peoples' faces and facial expressions with increasing accuracy of proportion and placement. I can experiment with different pencils to see what they can do.
<p>Art & Design</p> <p>Knowledge and Appreciation of Artists and Designers</p>	<p>DT - Antoni Gaudi architecture in Barcelona</p> <p>Architecture around Europe</p> <ul style="list-style-type: none"> I can compare the work of different artists and designers. I can say what effect the work of artists and designers have on me. I can explore work from other times and/ or cultures 	<p>Historical Art Ancient Egypt</p> <p><i>Range of Sculptors; A brief range such a Rodin- Thinker, Easter Island heads, big blue bear by Argent, Giant Ogre herve, traditional and modern, Bull Fart Chen Wenling, Antony Gormley, Pencils-Dalton Ghetti, Driftwood horse- Heather Jansch, Tinei Mashaya, Nicola Godden, Sally Matthews Ferri Farahmandi</i></p> <ul style="list-style-type: none"> I can compare the work of different artists and designers. I can say what effect the work of artists and designers have on me. I can explore work from other times and/ or cultures 			<p>-J.M.W Turner - Monet - Van Gogh - Milford Zornes - Range of forest paintings and watercolours -Terry Hobbs (local Artist)</p> <ul style="list-style-type: none"> I can compare the work of different artists and designers. I can say what effect the work of artists and designers have on me. I can explore work from other times and/ or cultures 	<p>- Range of drawing and portrait artists - Oleg Shyplyak - Magritte - Frida Khalo - Pablo Picasso</p> <ul style="list-style-type: none"> I can compare the work of different artists and designers. I can say what effect the work of artists and designers have on me. I can explore work from other times and/ or cultures
<p>Design Technology</p>	<p>Structures - Shell Structures</p> <ul style="list-style-type: none"> I can investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. I can generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. I can develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. I can order the main stages of making. I can use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. I can explain my choice of materials according to functional properties and aesthetic qualities. I can use finishing techniques suitable for the product I am creating. 		<p>Textiles - Animal Hand Puppets 2D Shape to 3D Product</p> <ul style="list-style-type: none"> I can investigate a range of 3D textile products relevant to the project. I can understand how a key event / individual has influenced the development of the chosen product and/or fabric. I can generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific users. I can produce annotated sketches, prototypes, final product sketches and pattern pieces. I can plan the main stages of making. I can select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. I can select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. 	<p>Food Class Greek salad/Healthy Eating Pizza</p> <ul style="list-style-type: none"> I can carry out sensory evaluations of a variety of ingredients and products; and record the evaluations using e.g. tables and simple graphs. I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, texture and aroma for an appealing product for a particular user and purpose. I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. 		

	<ul style="list-style-type: none"> I can test and evaluate my own products against design criteria and the intended user and purpose. I can develop and use knowledge of how to construct strong, stiff shell structures. I can develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. I know and use technical vocabulary relevant to the project. 		<ul style="list-style-type: none"> I can select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. I can test their product against the original design criteria and with the intended user. I can take into account others' views. I know how to strengthen, stiffen and reinforce existing fabrics. I understand how to securely join two pieces of fabric together. I understand the need for patterns and seam allowances. I know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> I can plan the main stages of a recipe, listing ingredients, utensils and equipment. I can select and use appropriate utensils and equipment to prepare and combine ingredients. I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others. I know how to use appropriate equipment and utensils to prepare and combine food. I know and use relevant technical and sensory vocabulary appropriately. 		
Spanish	<p>All About Me</p> <p>Names, greetings, numbers, age, how are you?</p>	<p>Special Dates!</p> <p>Days, months and special celebrations</p>	<p>Portraits</p> <p>Colours, naming parts of our face, creating and describing Picasso like portraits</p>	<p>In The Classroom</p> <p>Classroom objects(masculine and feminine nouns), teacher instructions classroom conversations</p>	<p>Heads, Shoulders, Knees and Toes</p> <p>Parts of the body, Describing monsters Verb Tenses- to have 1st and 3rd person/</p>	<p>Tell Me a Story Yucky Yummy</p> <p>Food and drink. Sg and pl nouns and m/f gender and simple opinions.</p>
Music	<p>Singing</p> <p>Composing lyrics for a chorus of a song.</p> <ul style="list-style-type: none"> I can identify the different types of lyrics in a song i.e verse and chorus. I can practise the lyrics in a song using my voice. I can perform different songs within a group. I can produce lyrics for a chorus line in a song. 	<p>Percussion</p> <p>Djembe Performing different rhythms together in a group</p> <ul style="list-style-type: none"> I can identify a crotchet and quaver notes. I can practise a rhythm using crochet and quaver notes. I can use a crochet and quaver rhythms I have learnt and begin to show fluency on an untuned instrument. I can improvise a rhythm on an untuned instrument. 	<p>Keyboards</p> <p>Piano Identifying the notes C, D, E, F, G and A on the keyboard.</p> <ul style="list-style-type: none"> I can identify the different parts of the keyboard e.g. white keys, black keys, volume. I can identify the notes C, D, E, F, G, B and A on the keyboard. I can identify the sharp notes on the keyboard. I can practise the notes on the keyboard. 	<p>Keyboards</p> <p>Piano Creating a composition on the keyboard.</p> <ul style="list-style-type: none"> I can practise the notes I have learnt starting to show fluency on the keyboard. I can perform the notes I have learnt starting to show fluency on the keyboard. I can improvise using 3 notes on the keyboard. I can produce a composition using notes on the keyboard 	<p>String</p> <p>Ukulele Tuning to the notes G, C, E and A.</p> <ul style="list-style-type: none"> I can identify the different parts of the ukulele. I am beginning to identify and tune my ukulele to the notes G, C, E and A. I can strum a ukulele using the correct thumb brushing technique. 	<p>String</p> <p>Ukulele Producing a composition using the notes G, C, E and A.</p> <ul style="list-style-type: none"> I can practise using the notes G, C, E and A on the ukulele. I can perform a song using the notes G, C, E and A on the ukulele. I can improvise using the notes G, C, E and A on the ukulele.
Physical Education	<p>Football fundamental movements & ball skills</p> <p>OAA team building, problem solving map reading, independent orienteering</p>	<p>Rugby movement & handling skills</p> <p>Hockey movement & handling skills</p> <p>Gymnastics travel, balance, rolls</p>	<p>Basketball team skills, ball handling</p> <p>Netball team skills, ball handling</p> <p>Dance Movement, following and creating basic choreography, performance</p>	<p>Handball team skills, ball handling</p> <p>Gymnastics rolling, flight, perfor</p>	<p>Tennis Striking a ball, racket grip, ball control</p> <p>Quick cricket Striking a ball, throwing and catching, bowling a ball</p> <p>Dance Movement, following and creating basic choreography, performance</p>	<p>Athletics Running, jumping, throwing *Sports Day Practice</p> <p>Mindful Movement (Yoga type activities)</p>

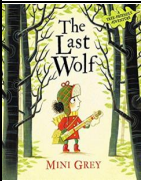

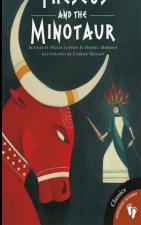
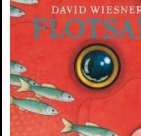
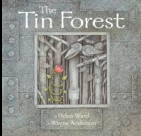
PSHE (Jigsaw)	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<ul style="list-style-type: none"> I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I can face new challenges positively, make responsible choices and ask for help when I need it. I understand why rules are needed and how they relate to rights and responsibilities. I understand that my actions affect myself and others and I care about other people's feelings. I can make responsible choices and take action. I understand my actions affect others and try to see things from their points of view. 	<ul style="list-style-type: none"> I understand that everybody's family is different and important to them. I understand that differences and conflicts sometimes happen among family members. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I recognise that some words are used in hurtful ways. I can tell you about a time when my words affected someone's feelings and what the consequences were. 	<ul style="list-style-type: none"> I can tell you about a person who has faced difficult challenges and achieved success. I can identify a dream/ambition that is important to me. I enjoy facing new learning challenges and working out the best ways for me to achieve them. I am motivated and enthusiastic about achieving our new challenge. I can recognise obstacles which might hinder my achievement and can take steps to overcome them. I can evaluate my own learning process and identify how it can be better next time. 	<ul style="list-style-type: none"> I understand how exercise affects my body and know why my heart and lungs are such important organs. I can tell you my knowledge and attitude towards drugs. I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I understand that, like medicines, some household substances can be harmful if not used correctly. I understand how complex my body is and how important it is to take care of it. 	<ul style="list-style-type: none"> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener. I know and can use some strategies for keeping myself safe. I can explain how some of the actions and work of people around the world help and influence my life. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family. 	<ul style="list-style-type: none"> I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can start to recognise stereotypical ideas I might have about parenting and family roles. I can identify what I am looking forward to when I am in Year 4.
Religious Education	Sikhism Does joining the Khalsa make a person a better Sikh?	Christianity Has Christmas lost its true meaning?	Christianity Incarnation Could Jesus heal people? Were these miracles or is there some other explanation?	Christianity Salvation What is 'good' about Good Friday?	Islam How do festivals and worship show what matters to Muslims?	Hinduism What does it mean to be Hindu in Britain today?
	<ul style="list-style-type: none"> I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my own experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/ Khalsa. 	<ul style="list-style-type: none"> I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can tell you what Christmas means to Christians and what it means to me. 	<ul style="list-style-type: none"> I can explain a Christian viewpoint about one of Jesus' healing miracles. I can give my opinion about whether I believe Jesus actually healed people or not. 	<ul style="list-style-type: none"> I can begin to tell you why Christians believe Jesus' death is important. I can begin to reflect on whether I agree with Christian beliefs about Jesus' death. 	<ul style="list-style-type: none"> I can identify some beliefs about God (Surah 1) and connect these to worship. I can explain some forms of Muslim worship (e.g. prayer, fasting, celebrating) and make links to their beliefs about God. I can ask questions and suggest answers about the value of submission and self-control to Muslims and non-Muslims. I can discuss the links between the Muslim idea of living in harmony with the creator and the need for all people to live in harmony with each other, giving reason for our ideas. 	<ul style="list-style-type: none"> I can explain the terms 'Hinduism,' 'dharma' and 'Sanatan dharma.' I can make links between Hindu practices and dharma (Hinduism being a 'way of life'.) I can explain how Hindus show their faith within their families and larger faith communities in Britain. I can identify a difference in the way that some Hindu communities show their faith. (e.g. Hindu communities in Britain and in India.) I can ask questions about and discuss what is good about being a Hindu in Britain and family and community rituals.

Outdoor Learning Opportunities:

Place	Location	Activity
Forest school	Langney Priory or Herstmonceux	Forest school activities linking to term 1 topic - Who's Afraid of the Dark?
Sevenoaks park	Park	Art focus-landscapes-sketches to use and turn into paintings. PE Science Fieldwork - Geography

School Site	Field/Playground	Greek Olympics - PE Science Maths History PSHE Art Cooking English Egyptians Day – PE Dance Singing Maths English History PSHE Art
School Site	Field/Playground	Observation of trees and plants and growing our own (Gardening/Greenhouse?)
Beach School and Litterpicking	Beach	Close observational drawings-Life drawing of flotsam and natural objects from the beach . Litterpicking
School Site	Field/Playground/ Track	P.E and Run the World

Visitors:	
Visitor	Activity
Animal Visitor TBC who	As part of our endangered animals topics, have a visitor workshop on endangered animals.
Helen Forest School Teacher	Term 1 Forest school visitor coming with us to her new forest school site for our trip
Terry Hobbs	Link to our 'Tin Forest' topic – visit and art session with artist Terry.

Cross-Curricular Texts:		
Subject	Text	Title, Author and Synopsis
General Science/ English/ Geography/ PSHE		The Last Wolf by Mini Grey explores endangered animals (wolves, bears and lynx) and how humans can affect their habitats (habitat loss) Once upon a time, Little Red set off into the woods to catch a wolf... But the woods aren't all they seem - and are there even any wolves left? Mini Grey re-imagines the classic Little Red Riding Hood fable in an entirely new way. Can Little Red help her new friends in need and recover the wild days of the past? This is a powerful, moving and funny picture book which will have children and adults revisiting its exquisite pages time and time again, and discussing the important message it holds. From the award-winning author/illustrator of The Adventures of the Dish and the Spoon, The Pea and the Princess and Biscuit Bear.
Geography / History / Art	  	A River by Marc Martin <i>There is a river outside my window. Where will it take me?</i> So begins an imaginary journey from the city to the sea. From factories to farmlands, freeways to forest, each new landscape is explored through stunning illustrations and poetic text from this award-winning picture-book creator. Theseus and the Minotaur King Minos and Queen Pasiphae's son isn't a child - he's a monster. To keep him fed, his parents demand that every kingdom send seven youths to Crete each year in tribute - And they're never heard from again. But Theseus is different. He's determined to slay the Minotaur and make it back to Athens in one piece. But how can he best a blood-thirsty monster? Flotsam David Wiesner A bright, science-minded boy goes to the beach equipped to collect and examine flotsam - anything floating that has been washed ashore. Bottles, lost toys, small objects of every description are among his usual finds. But there's no way he could have prepared for one particular discovery: a barnacle-encrusted underwater camera, with its own secrets to share . . . and to keep.
Science / English / Art		The Tin Forest by Helen Ward There was once a wide, windswept place, near nowhere and close to forgotten that was filled with all the things that no one wanted.