

CLC MAT Cross Curriculum KS2-KS1-Foundation- Early Years (2021-2022)

Year 4						
Being Human' should come through all teaching for that topic. Children must experience their learning from the heart. Think about how to empower and motivate children, so that have greater depth and engage emotionally to their learning. How can we inspire the future generations based on what they have learnt about the past, present and future.						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Novel	Percy Jackson and the Lightning Thief	Iron Man	Varjak Paw	Journey to Jo'Burg	Arthur, High King of Britain	Lion Witch and Wardrobe
Writing	- Form poetry (based on Greeks) - Adventure narrative (based on novel)	- Letter of complaint (formal) - Persuasive arguments	- Diary - Review with/without bias (e.g. police report)	- Newspaper - non-chron report	- traditional myth/legend - leaflet (Anglo-Saxons)	- Fantasy narrative - Imagery poetry
History & Geography	Greeks	Where on earth are we?	Romans	Can you come on a great American road trip?	Anglo-Saxons	Is climate cool?
Science	Humans and Animals	Electricity	Humans and Animals	Sound	Living things and their environment	States of matter
Thematic Link	<p>How did the Greeks use animals: In farming During warfare For transport For sport As part of their diet?</p> <p>HERITAGE The impact of colonisation: How did the Greeks influence Europe? By sharing or imposing their culture upon others?</p>	<p>Explore how robots are used eg in manufacturing and health and medical sector today.</p> <p>How are robots replacing humans in doing jobs?</p> <p>Look at machinery used in farming.</p> <p>Robots as teachers: evaluate pros and cons.</p> <p>HERITAGE Modernisation of farming in the world: who benefits? Unfairness of wealth distribution FAIR TRADE</p>	<p>Focus on the diet followed by the Romans. Link to food pyramid of today and look at Change for Life literature. How can we say that the Romans lead a nutritious lifestyle? Do we still eat foods influenced by the Romans?</p> <p>HERITAGE Comparison of the Roman and British Empire. How did they both change the course of history?</p>	<p>The Atlantic Triangle Trade. Look at the struggles and achievements of people starting a new life. Issues, personal struggles, human rights' violation. Martin Luther King (famous speech) and outcome of efforts. How was music influenced by these experiences?</p> <p>HERITAGE Humans right since Martin Luther King Race 1968 discrimination act 1976 Has anything changed? # blacklivesmatter</p>	<p>Explore the environmental reasons for selecting Britain to settle in (temperate climate, fertile land, waterways). Which crops did the Anglo Saxons grow successfully? What conditions are necessary for growth? Look at the changes in both farming methods and choice of crops between then and now.</p> <p>HERITAGE The fight for fertile land: who truly benefits?</p>	<p>Link to climate change: what would happen if greenhouse gases did not exist around the outside of the earth? What are we doing to damage the ozone layer? How can this be reversed to allow Nature to heal itself? Link to lockdown during COVID-19's positive impact on the environment. Look at before and during (lockdown) images of the ozone layer and compare.</p> <p>HERITAGE Climate change: who suffers the most?</p>

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<p>'Being Human'</p>	<p>Looking after animals so they can serve us. How did people know what the creatures they needed ate, what sort of shelter they needed and how they treated them when they became sick.</p>	<p>Can humans truly be replaced by robots? How we are as human beings more complex compared to robots? Focus on emotions and feelings, companionship, kindness and generosity. Evaluate also negative behaviours eg the use of drones in warfare. Saving a country from deploying soldiers.</p>	<p>How can we help ourselves and our friends and families to make healthy eating and drinking choices? What does it mean to be treat wise?</p>	<p>Respecting others. Making newcomers feel welcome. How to avoid being judgemental. Friendships and support through understanding.</p>	<p>Living a simplistic lifestyle. What is the difference between needs and wants? How did Anglo Saxon children manage their day? In which ways is our day similar / different? What do we have that they managed living without?</p>	<p>What simple changes can each and everyone of us make: <ol style="list-style-type: none"> 1. Ourselves 2. Encourage our families to follow <p>That would make a difference to climate change and the earth's resources? Why is this important?</p> </p>
<p>RE</p>	<p>Caring for others, animals and the environment Being regardful of suffering</p>	<p>Being imaginative and explorative Appreciating beauty</p>	<p>Being temperate, exercising self-discipline and cultivating serenity and contentment</p>	<p>Being regardful of suffering Being fair and just Living by Rules Being accountable and living with integrity Being modest and listening to others Creating harmony and unity Remembering roots Being reflective and self-critical</p>	<p>Being imaginative and explorative Being fair and just Living by the rules Remembering roots</p>	<p>Being accountable and living with integrity Creating unity and harmony Being hopeful and visionary</p>
<p>PSHE</p>	<p>- Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty and respect for animals. -Celebrating individuality. -Understanding & respecting diversity</p>	<p>-Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.</p>	<p>-Developing responsibility and self-awareness. - Providing opportunities for pupils to explore their own cultural assumptions and values when it comes to dietary requirements.</p>	<p>-Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong. - Pupils develop empathy, compassion & concern with others</p>	<p>-Making healthy, safe and beneficial choices for oneself and family. - Providing opportunities for pupils to exercise leadership and responsibility. - Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.</p>	<p>-Being mindful as a consumer and making choices which are human kind and show responsibility. - Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</p>

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<p>SPANISH Year 4</p> 	<p>PETS I have, I do not have, I would like to have a pet <u>Cross-curriculum</u> History: The Greek influence in Spain - 700BC Music: greek instruments HERITAGE: History of instruments</p>	<p>DARK, VERY DARK House description by Ruth Brown <u>Cross-curriculum</u> Art: Dali and the Dark surrealism movement - post WWI Music: Playing and improvising "the creepy house" HERITAGE: modernisation of the world</p>	<p>EUROPEANS Countries, nationalities, food <u>Cross-curriculum</u> History: Roman invasion of Spain HERITAGE Comparison of the Roman and British Empire. How did they both change the course of history?</p>	<p>I LIKE TO PLAY the orchestra Musical instruments <u>Cross-curriculum</u>: Science: Sound and Music Heritage Music: Tuned and untuned percussions HERITAGE Rhythms from West Africa, Cuba and Brazil/ Civil rights via Music #blacklivesmatter</p>	<p>JACK & THE BEAN STOCK Story telling <u>Cross-curriculum</u>: Writing: traditional myth/legend Mexican myth: la llorona HERITAGE The fight for fertile land: who truly benefits? Impact of Spanish colonisation</p>	<p>CELEBRATIONS items of clothing, colours, celebration clothes <u>Cross-curriculum</u>: PSHE Being mindful as a consumer, new or recycled clothes? Oxfam HERITAGE Climate change: who suffers the most? Impact of clothes industry on Environment</p>
<p>♪ MUSIC ♪ Year 4 Europe Africa Asia Americas</p>	<p>LISTENING , APPRAISING Evolution of instruments from ancient Persia and Greece to Modern Europe <u>Cross-curriculum</u> History: How did the Greeks influence Europe? HERITAGE: how does an <i>uncivilised society</i> look like?</p>	<p>CREATING MUSICAL IDEAS Creating a spooky tune for a short film "in the dark, dark wood" <u>Cross-curriculum</u> Science: Electricity HERITAGE: modernisation of the world</p>	<p>LISTENING , APPRAISING Exploring roman instruments And their origins. Were they really Roman instruments? <u>Cross-curriculum</u> History, HERITAGE: Roman Empire invasions and conquests</p>	<p>CONTROLLING SOUNDS Singing and drumming Native American Music with children personalised lyrics <u>Cross-curriculum</u> Science: Sound HERITAGE: Do Native American rights exist?</p>	<p>IMPROVISING, COMPOSING Batucada drumming <u>Cross-curriculum</u> PSHE: Providing opportunities for pupils to exercise leadership and responsibility. HERITAGE: America and Caribbean origin of Carnival</p>	<p>CONTROLLING SOUND Practice and perform Pachamama <u>Cross-curriculum</u>: Geography HERITAGE: Air pollution in cities Together we can have clear air cities</p>
<p>Art and DT</p>	<p>D & T / Food Greek Food (salads and their dressing)</p>	<p>ART Artist Study; Salvador Dali</p>	<p>D & T Design Make a Roman Shield / helmet</p>	<p>ART Textiles: African print / tie-dye techniques on small tunic to sew and decorate)</p>	<p>ART Living Things and their Environment- painted background: tone/ shade and collaged animals</p>	<p>D & T Storybooks- levers and linkages (link to class book 'The Lion The Witch and the Wardrobe')</p>