

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

Year 3						
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	Stig of the Dump	Matilda	The Iron Man	Charlotte's Web	The Time Travelling Cat	This Morning I met a Whale
Writing	- Form poetry (Stone Age) - Adventure narrative	-Instructions - Explanations	- Non-chron report - Newspaper (set in Iron Age)	- Diary - Adventure narrative	- historical narrative (Myth) - poetry (Egyptians)	- discussion - complaint letter (persuasion)
History/ Geography	Stone Age	Can the Earth shake rattle and roll?	Iron Age	How does water go round? Why do rivers flood?	Ancient Egypt	Do you like to be beside the seaside?
Science	Humans	Forces and magnets	Rocks	Animals	Light and shadow	Plants
Thematic Link	How do historians know what the people of the Stone Age ate? What evidence is there which informs our knowledge and understanding? Look at the food pyramid and what was eaten during the Stone Age. Create pictorial / 3D plates of food - one from the Stone Age and one of the child's choice based on their typical intake and make statements about the nutritional value using knowledge about the food pyramid.	What is the Richter scale? How was it devised to help us understand the severity of earthquakes? Look at news footage of major headline-hitting earthquakes from the modern ear. Listen to the newscaster make reference to the Richter scale. What is the difference between the intervals? Can the children recreate the visual version of the Richter scale using pictures depicting increasing levels of force for someone in year 2 to understand it clearly? Find out about earthquakes in Birmingham. What can we see from the data?	Look at how natural materials were used in daily Iron Age life. Can you find the modern equivalent of those resources which we still use today? (look at different aspects of life and living: domestic life, farming methods, hunting, etc) Focus of the discovery of metals found in rocks and how they must have been extrapolated for humans to use to help them live their lives. Compare to modern methods. Look also at fracking and the arguments for and against.	When investigating why rivers flood (look specifically at impact of flooding in the Midlands; watch news footage and interviews with locals on how they were affected - see news of February 2020) focus also on the impact of how farms cater for their livestock during floods. Look at the various vessels and devices used to provide water for farm animals. How are the animals adapted to drink effectively from these? Why wouldn't swap these with other creature's work? Match the drinking vessel to the creature that uses it.	Explore the importance of light in the ancient Egyptian culture from the significance of RA (god of the sun) to how people lit their way in the pyramids and in the dark tunnels of the burial areas during the procedure of putting the dead to rest. Look at light sources and how these were fuelled for sustained periods of light emission. Compare to brainstormed list made at start of science unit. Look also at how light is used in other religions eg the use of divas in Hinduism, the positioning of the sun / earth for daily prayers for Muslims, the importance of the moon (as a reflector of light) in determining key points of the Islamic calendar, the menorah in Judaism and its significance. In Christianity explore the use of light in churches and the metaphorical use.	Study the sort of plants which can be found near coasts, cliffs and those beneath the sea. How do they survive? Introduction to algae: seaweed being a main member of the algae species. Look at the sub groups: seagrasses, sea algae and salt-tolerant plants / trees eg mangroves. How are these plants adapted to their environment? Would they survive in our conditions? Look specifically at tadpoles.

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<p>'Being Human'</p>	<p>How do people survive on very little? What strategies do people use to survive under normal circumstances? Add new restrictions eg lockdown: how did people depending on foodbanks and also able-bodied relatives survive?</p>	<p>Can the children find out about tips and strategies for surviving an earthquake and create a poster / leaflet showing the best techniques of staying safe: Do's and Don'ts. How do we know what works? Link to materials and their properties (year 1 and 2)</p>	<p>How must it have felt to discover metal and its invaluable, multiple uses? Create your own commemorative coin using clay, metallic paints and stylus to create an inscription to mark this important discovery turning point in history. Look at other commemorative coins issued for collectors and understand why they were commissioned.</p>	<p>Being a thoughtful and kind neighbour. Look at ways communities come together to help one another in times of crisis (flooding). Explore the sentiments of different groups of people whose homes and livestock have been affected by flooding. Write a diary from the point of view of a rescued farm animal.</p>	<p>Respecting rites, rituals and customs from other religions and times. Look at burial rites and procedures during the Ancient Egyptian times. How was the body prepared for mummification? What sort of possessions was placed in sarcophagus? What is a time capsule? What would you put in a time capsule to help future generations to remind them of you? Link to Cromwell pupils participating in similar activity with city leaders.</p>	<p>How is marine life being harmed as a result of human action? What can we do to make kinder choices? Caring for marine life through our choices and looking after beauty spots which people should enjoy without interruption. Create a poster demonstrating tips for leaving the beach after a picnic.</p>
<p style="text-align: center;">RE</p>	<p style="text-align: center;">Sharing and Being Generous Being Fair and Just</p>	<p style="text-align: center;">Being Thankful Being Regardful of Suffering Being Hopeful and Visionary</p>	<p style="text-align: center;">Being Thankful Appreciating Beauty Being Curious and Valuing Knowledge</p>	<p style="text-align: center;">Caring for others, Animals and the Environment. Sharing and Being Generous Being Regardful of Suffering Creating Unity and Harmony</p>	<p style="text-align: center;">Being Thankful Appreciating Beauty Remembering Roots Being Loyal and Steadfast</p>	<p style="text-align: center;">Caring for others, Animals and the Environment Appreciating Beauty Being Hopeful and Visionary</p>
<p style="text-align: center;">PSHE</p>	<p>-Providing positive and effective links with the world of work and the wider community. - Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making. -Pupils develop empathy, compassion & concern with others.</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. - Providing positive and effective links with the world of work and the wider community. - Encouraging pupils to work cooperatively and be considerate of other people's needs.</p>	<p>- Encouraging pupils to take responsibility for their own actions. - 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.</p>	<p>- Children to appreciate the work done by farmers even with the advent of technology. -Providing positive and effective links with the world of work and the wider community. - 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>-Promoting racial, religious and other forms of equality. -Providing opportunities for pupils to explore their own cultural assumptions and values. -Recognising and respecting the codes and morals of the different cultures. - To respect how different cultures and religions perform burial ceremonies.</p>	<p>-Encouraging pupils to take responsibility for their own actions. - 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 -Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an</p>

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BRITISH VALUES	democracy •the rule of law •individual liberty -tolerance and respect HERITAGE Tolerance and respect for all	Individual liberty HERITAGE Democracy for all: Modern slavery / UNICEF	Individual liberty Tolerance and respect Democracy HERITAGE What are the criteria of beauty? Exploring faces we see on TV	Tolerance and respect Individual liberty HERITAGE "I love my neighbourhood" Celebrating diversity	Tolerance and respect Individual liberty HERITAGE Respecting people customs from different background	Tolerance and respect Individual liberty HERITAGE Being hopeful and visionary for a better future for all
SPANISH Year 3 	HOLA Spanish beginner tool kit Spain location, capital city <u>Cross-curriculum:</u> History: Exploring the Altamira Stone Age cave paintings in Spain Lucy, the first woman from the Afar Triangle of Ethiopia HERITAGE Who are the descendants of LUCY? How do they look like?	EXPLOSION OF COLOURS colours & opinions <u>Cross-curriculum:</u> Geography / PSHE: how do people in Mexico copped with past Volcanic eruptions? HERITAGE Why do people in México speak Spanish? The impact of colonisation on native languages	ALL ABOUT ME physical description - Pedro el pez <u>Cross-curriculum:</u> British values: Tolerance and respect HERITAGE What are the criteria of beauty? Exploring faces we see on TV	FARM ANIMALS farm animals in Spain <u>Cross-curriculum:</u> PSHE: work done by farmers HERITAGE Working conditions in the farms in Nijar, Spain	TRANSPORTS mode of transport to school and opinions <u>Cross-curriculum:</u> Traditional myth from latin America HERITAGE Respecting people customs from different background	AT THE SEASIDE Sea side activities <u>Cross-curriculum:</u> PSHE Encouraging pupils to take responsibility for their own actions HERITAGE A better future for all/ cleaning the beaches from plastic
♪ MUSIC ♪ Year 3 Mother Africa	LISTENING , APPRAISING Traditional Somali folk songs, call & answer, hand clapping, traditions around the world, from Egyptians to gypsies, Spain <u>Cross-curriculum:</u> HERITAGE , History & Spanish: Stone Age: Are we all African descendants?	CREATING MUSICAL IDEAS Adapting lyrics "La bamba", Traditional Jaracho song From Vera Cruz, México <u>Cross-curriculum:</u> HERITAGE , geography, Spanish: Mexican volcanic region. Why do people in México speak Spanish?	CONTROLLING SOUND From hand clapping to drumming, from stone to animal skin. Exploring drumming around the world. <u>Cross-curriculum:</u> HERITAGE : common thread of musical instruments around the world	IMPROVISING COMPOSING Experimenting with rhythms How could we imitate the rain, the wind, the thunder, the waterfalls or floods? <u>Cross-curriculum</u> HERITAGE Respecting people customs from different backgrounds	CONTROLLING SOUND Singing the children adapted version of "La bamba" <u>Cross-curriculum:</u> HERITAGE /PSHE: recognise and respecting codes of moral from different cultures (Mexicans) Spanish: México	CONTROLLING SOUND Practice and perform a song for changes with "Songs around the world" <u>Cross-curriculum:</u> HERITAGE : Being hopeful, visionary for a better future for all
Art and DT	D & T Food Design and Make a Healthy Sandwich	Art 3-D Volcano (made from mod-roc)	D & T Iron Age- Making coil pots / large dishes or vases (from clay)	Art Water Cycle: Monet (water-themed paintings) Collage	D & T Design and Make Egyptian jewellery using salt dough	Art Observational Drawings and painting: Van Gough- 'Sunflowers'