


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: “Active Body, Healthy Mind”					
Curriculum Intent: 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: The individual school character is based on the following shared core values which underpin our behaviour principles and interactions with each other: <table><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						
Aspiration						
Appreciation						
Positivity						
Forgiveness						

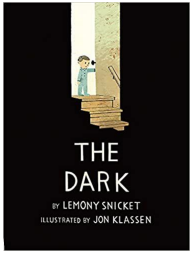
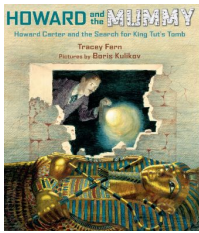
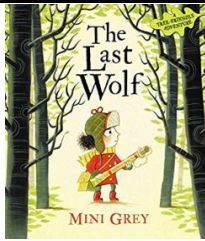
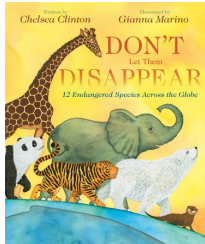
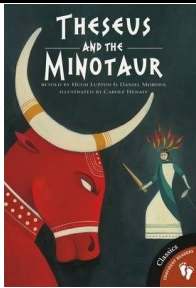
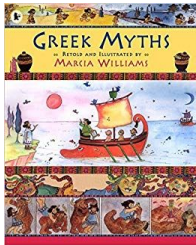
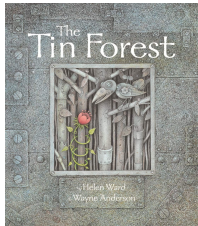

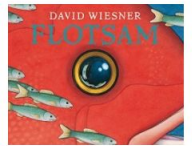
VR/AR Resources	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Stunning Start and Fabulous Finish

Stunning Start	Camp Out Camp out, make a 'tent' and have a spooky/dark camp out. Geography Stunning start (week 3) VR Tour of Europe	Egyptain Day Own Workshop (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)	Drusillas Trip (Endangered animals workshop) link to careers	Greek Dress Up Day Olympics, Art and other Greek themed activities, VR 	Litter Picking 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)	Camera Found! Pictures of Beaches and rivers like Flotsam, box of washed up sea items and river items. VR
Fab Finish	Langney Priory Forest School - share photos and creations with parents	Xmas Craft and Carols with parents	David Attenborough Video / Live Zoo/ VR	Greek Cafe with parents	Forest Painting with parents Outdoor Art using nature Make own tin forest	Priory Road Park Trip with parents - picnic





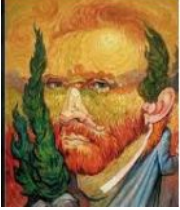
Coverage

Term	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 6.5 weeks
Topic Title	Who's Afraid Of The Dark?	Walk Like An Egyptian	The Last Wolf Swimming term	Groovy Greeks (cooking term)	Secrets of the Forest	River Deep, Mountain High
Writing Genres	1. Narrative - 'The Dark' by Lemony Snicket Suspense/tension 2. Description - Sky audio description (Literacy shed)	1. Non-Fiction – non-chronological report on Egyptians 2. Recount-Diary - Howard Carter and the Mummy 3. Dark/Firework Poem onomatopoeia and rhyme poetry	1. Narrative - The last.... 2. Recount - Letter saving endangered animals and world protection	1. Narrative - based on Theseus and The Minotaur 2. Non Chronological Report - Greek Gods	1. Description - The Old Man's dream or a diary 2. Forest Poem Concrete shape poem 3. Instructions how to grow plants	1. Recount / Newspaper Report Flotsam 2. Description on flotsam journey (pictures) 3. River poem (river book) Rhyming
Reading Genres	Fiction - Poetry Fiction audio	Non-Fiction texts on Egypt Non-Fiction diaries Fiction - Scarab's secret	Non-Fiction texts about endangered species Fiction - The Last Wolf	Non-fiction texts about Greece and England Myths and legends (fiction)	Fiction - Non-Fiction-instructions	Fiction - Flotsam and River POETRY Recital week. Railway carriage) Learn by heart and
Every term we will have						

a range of fiction and non-fiction texts of various genres			Letters	We will also explore various Greek Myths, such as Medusa, Cyclops and Theseus and the Minotaur		perform a significant poem Non-Fiction texts about rivers and mountains
Core Text	 <p>The Dark by Lemony Snicket</p> <p>Sky Audio</p>	 <p>Howard and the Mummy - Howard Carter and the Search for King Tut's Tomb</p> <p>Poetry November Night Countdown</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 Minotaur</p>  <p>Greek Myths by Marcia Williams Theseus and the Minotaur (writing)</p> <p>Literacy Shed King Midas Gold and Skittles</p>	 <p>The Tin Forest by Helen Ward</p> <p>Instructions- how to grow a plant</p>	<p>A River by Marc Martin</p>  <p>Flotsam by David Wiesner</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> <p>EOYE:</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> <p>EOYE:</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> <p>EOYE:</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>Physics - Forces and Magnets</p> <p>EOYE:</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. 	<p>Biology - Plants</p> <p>EOYE:</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>Chemistry - Rocks and Fossils</p> <p>EOYE:</p> <ul style="list-style-type: none"> - I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. - I can recognise that soils are made from rocks and organic matter.

Science Key Scientists Websites on Kent Scheme of Work	Various	Thomas Young	Diane France	William Gilbert	Carolus (Carl) Linnaeus	Marie Tharp Mary Anning
Computing	Digital World <ul style="list-style-type: none"> I can explain what an e-safety worry is and how to deal with them. I can successfully log into a digital account. I can confidently navigate and use my digital accounts. I can locate and edit digital work and folders. I can communicate digitally in a way that is mindful of our school values. I can peer assess work using digital collaboration tools. 	Programming <ul style="list-style-type: none"> I can identify the sequence of steps in a program needed to reach an endpoint. I can use a greater number of instructions to make a robot perform specific actions. I can identify where to use a repeat function and explain why I used it. I can create a complex program, debugging as I go. I can adapt and modify a complex program, debugging as I go. 	E-Safety <ul style="list-style-type: none"> I can explain what an e-safety worry is and how to deal with them. I can explain what to do when a stranger contacts me online. I can explain why some digital games are not appropriate for my age. I can explain what to do when I see something inappropriate online. I can explain what a digital footprint is. I can suggest ways to improve our school's e-safety. 	Handling Data <ul style="list-style-type: none"> I can organise data efficiently using a spreadsheet. I can locate specific cells. I can program cells to add up values. I can collect data in order to calculate and analyse data. I can generate my own data, present my findings and draw conclusions. 	Programming 2 <ul style="list-style-type: none"> I can identify the start and endpoint in a Scratch sequence I can program a repeat and explain why I have used it. I can programme a sequence in Scratch involving a user input to create a specific output. I can programme objects to interact. I can program objects to interact with each other. 	Digital Presentation <ul style="list-style-type: none"> Using ideas from Andreas Gursky photography I can search and save specific information or media for a particular purpose. I can use digitally create work for a specific purpose. I can modify and manipulate a digital image for a specific purpose. I can confidently use a range of advanced digital art tools. I can showcase digital art work create from a brief.
E-Safety	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly Recognise acceptable / unacceptable behaviour Identify a range of ways to report concerns about content and contact					
History		ACHIEVEMENTS OF ANOTHER EARLY CIVILISATION <ul style="list-style-type: none"> I can explain the achievements of an early civilisation and its influence on the western world. Chronological Understanding <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. Historical Enquiry <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. 		ANCIENT GREECE <p>I can explain the achievements of Ancient Greece civilisation.</p> <p>I can explain Greek life through studying Ancient Greece.</p> <p>I can explain the influence Ancient Greece has had on the western world.</p> Chronological Understanding <p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline to place historical events in chronological order.</p> Historical Enquiry <p>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).</p> <p>I can recognise that there are different accounts of history.</p> <p>I can ask questions and find answers about the past</p>		

Geography	<p><u>All About Europe</u></p> <p><u>Locational knowledge</u></p> <p>- KS1 Review – I can name and locate the seven continents of the world (<i>North America, South America, Europe, Asia, Oceania/ Australasia, Antarctica</i>).</p> <p>- KS1 Review - I can name the world's seven continents and five oceans (<i>Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean</i>).</p> <p>- I can name and locate European countries.</p> <p>- I can name and locate the major capital cities of some European countries.</p> <p>- I can identify that the countries of Europe are in the Northern hemisphere.</p> <p><u>Place Knowledge</u></p> <p>- I can identify main languages spoken in Europe</p> <p>- I can identify flags of significant European countries.</p> <p>Overview of the physical and human features of Europe Look at architecture - Antoni Gaudi</p> <p><u>Human Geography</u></p> <p>1. significant features: visit famous landmarks tourist attractions and monuments e.g Acropolis, Colosseum, Eiffel Tower etc.</p> <p>2.Types of settlement</p>		<p><u>Physical Geography</u></p> <p>I can describe and understand key aspects of the physical geography of Europe.</p> <ul style="list-style-type: none"> • Significant features • climate zones • biomes and vegetation belts • volcanoes and earthquakes- <p>Volcanoes Vesuvius, Etna / Earthquakes-Southern Italy, Greece, Romania.</p> <p><u>Human Geography</u></p> <p>3.economic activity and trade links</p> <p>4.distribution of natural resources (energy, food, minerals and water)</p>		<p><u>Place Knowledge - European Comparison</u></p> <p>I can <u>understand geographical similarities and differences</u>, through the study of human and physical geography, between a region of the U.K. and a region in a European country.</p> <p>Region of Europe Germany - The Black Forest and the U.K. New Forest</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Local area (Seven sisters and the Cuckmere-contact about fieldwork approach)</p> <p>I can use maps, atlases globes and digital mapping to locate countries and describe features studied.</p> <p>I can use the eight points of the compass to help build my knowledge of places.</p> <p>I can use symbols and key and four figure grid references to build my knowledge of U.K. and the wider world.</p> <p>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> <p><u>Physical Geography</u></p> <p>I can describe and understand key aspects</p> <ul style="list-style-type: none"> • the water cycle • mountains: Alps, Pyrenees • rivers: e.g. Seine, Rhine, Rhone, Danube
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<p>Art & Design</p>		<p>Sculpture</p> <p>Make our own egyptian sarcophagus</p>  <p>EOYE:</p> <p>I can shape, form, and construct using malleable and rigid materials.</p> <p>I can understand different adhesives and methods of construction.</p> <p>I can use paper to sculpt with adding texture and 3d form.</p> 			<p>Painting</p> <p>Watercolours Old Man's dreams of the wonderland forest (Tin forest) Black and white painting and colour</p>  <p>Painting of normal forests (Landscape)</p>  <p>EOYE:</p> <p>I can colour mix primary/ secondary colours with accuracy.</p> <p>I can overlap prints of at least two colours.</p> <p>I know where each colour sits on a colour wheel.</p> <p>I can apply colour using different techniques (e.g. dotting, scratching, splashing)</p> <p>I can create a background colour using a wash/ watercolour.</p> <p>I can use colour effectively on a large scale.(e.g. class frieze, landscape)</p> <p>I can use a wide range of brushes to apply colour.</p> <p>I can use my sketches of different subjects to help produce the final painting.</p> <p>I can make evaluation notes in my sketchbook.</p>	<p>Drawing</p> <p>Close Observational drawing of what we find and bring back from the trip - relate to Flotsam (core text)</p> <p>Facial drawing and expressions-</p>  <p>Oleg shuplyak-Surrealism using objects from prior drawing in portrait e.g shell as an eye</p> <p>EOYE:</p> <p>I can experiment with different pencils to see what they can do.</p> <p>I can use blending stumps to begin to create form.</p> <p>I can draw using close observation skills using a variety of tools to draw with.</p> <p>I can make quick sketches to record my observations.</p> <p>I can use my initial sketches as a preparation for painting.</p> <p>I can draw peoples' faces with increasing accuracy of proportion and placement using a variety of tools to draw with.</p> <p>I am beginning to show facial expressions in my drawings.</p>
<p>Art and Computing</p>						<p>Andreas Gursky</p> <p>I can edit my photography</p> <p>I can edit my photography using computer software in the style of Andreas Gursky. (Computing T6)</p>
<p>Art & Design</p> <p>Knowledge and Appreciation of Artists and Designers</p>	<p>DT - Antoni Gaudi architecture in Barcelona</p> <p>-I can compare the work of different artists.</p>	<p>-Antony Gormley - Range of Sculptors</p> <p>-I can compare the work of different artists.</p> <p>- I can say what effect the work of artists and designers have on me.</p>			<p>- Andy Golsworthy - J.M.W Turner - Monet - Van Gogh - Milford Zornes - Range of forest</p>	<p>- Range of drawing and portrait artists - Oleg Shuplyak - Magritte - Andy Golsworthy</p>

	<p>- I can say what effect the work of artists and designers have on me.</p> <p>I can explore work from other times and/ or cultures</p>	I can explore work from other times and/ or cultures			<p>paintings and watercolours</p> <p>I can compare the work of different artists.</p> <p>I can say what effect the work of artists and designers have on me.</p> <p>I can explore work from other times and/ or cultures</p>	<p>Computing Photography - Andreas Gursky</p> <p>I can compare the work of different artists.</p> <p>I can say what effect the work of artists and designers have on me.</p> <p>I can explore work from other times and/ or cultures</p>
Design Technology	<p>Structures - Shell Structures (Firework box packaging)</p> <p>EOYE:</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. - 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. 		<p>Textiles - Animal Hand Puppets 2D Shape to 3D Product</p> <p>EOYE</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. - 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. 	<p>Food Class Greek salad and Let's get cooking</p> <p>EOYE:</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. - 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>Greetings, numbers, age, how are you?</p>	<p>Happy Birthday!</p> <p>Days, months, numbers to 31, dates</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>Yucky Yummy</p> <p>Food and drink (singular and plural nouns), opinions</p>	<p>Games and Songs</p> <p>Taking part in traditional Spanish playground games and singing traditional songs</p>

Music All year workshops and lessons with Liam Avery	Ukulele Pop <i>To play in the correct position</i>	Ukulele Rock <i>Play a chord</i>	Ukulele Reggae <i>Play using 2 chords</i>	Ukulele Classical <i>Perform a song</i>	Ukulele Jazz <i>Perform a song with 5 chords</i>	Ukulele Hip Hop <i>Compose using chords</i>
Physical Education	Football – fundamental movements & ball skills Gymnastics – travel, balance, rolls	Rugby - movement & handling skills Hockey – movement & handling skills Gymnastics – rolling, flight, performance	Basketball – team skills, ball handling Netball – team skills, ball handling Dance – Movement, following and creating basic choreography, performance	Handball – team skills, ball handling Dance – Movement, following and creating basic choreography, performance	Tennis - Striking a ball, racket grip, ball control Quick Cricket – Striking a ball, throwing and catching, bowling a ball	Athletics – Running, jumping, throwing <i>*Sports Day Practice</i> OAA – team building, problem solving map reading, team orienteering
PSHE (Jigsaw)	‘Being Me In My World’ <u>EOYE:</u> - 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.	‘Celebrating Differences’ <u>EOYE:</u> - 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.	‘Changing Me’ (year 2 Catch Up Curriculum) <u>EOYE (YEAR 2):</u> - I can recognise cycles of life in nature. - I can tell you about the natural process of growing from young to old and understand that this is not in my control. - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. - I understand there are different types of touch and can tell you which ones I like and don't like.	‘Healthy Me’ <u>EOYE:</u> - 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.	‘Relationships’ <u>EOYE:</u> - 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.	‘Changing Me’ <u>EOYE:</u> - 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 (Discover)	Sikhism - The Amrit Ceremony and The Khalsa <u>EOYE:</u> - 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.	Christianity - Christmas <u>EOYE:</u> - 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.	Christianity - Jesus' Miracles <u>EOYE:</u> - 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.	Christianity - Easter Forgiveness <u>EOYE:</u> - 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.	Hinduism - Hindu Beliefs <u>EOYE:</u> - I can describe what a Hindu might believe about one of the Hindu gods and have some understanding that Brahman is in everything. - I can reflect on Hindu beliefs and give my opinion on these.	Hinduism - Pilgrimage and the River Ganges <u>EOYE:</u> - I can describe a Hindu ritual that happens at/or in the River Ganges and explain why this is important to the Hindus taking part in it. - I can tell you how it might feel for a Hindu visiting the River Ganges and taking part in a ritual.

Outdoor Learning Opportunities:		
Place	Location	Activity
Forest school	Langney Priory	Forest school activities linking to term 1 topic - Who's Afraid of the Dark?
Drusillas		Endangered animals workshop Science Outdoor Learning
Sevenoaks park		Art focus-landscapes-sketches to use and turn into paintings. PE Science Geogrpahy
Greek Olympics		PE Science Maths History PSHE
Plants		Observation of trees and plants and growing our own (Gardening/Greenhouse?)
Fieldwork -Geography		Outdoor Learning Geography PE Science PSHE
Sculpture (Art-Andy Golsworthy)		Close observational drawings-Life drawing of flotsam and natural objects from the beach .
P.E and Run the World		

Cross-Curricular Texts:		
Subject	Text	Title, Author and Synopsis
General		The Last Wolf by Mini Grey - explores endangered animals (wolves, bears and lynx) and how humans can affect their habitats (habitat loss)
Geography / History / Art		A River by Marc Martin Scarab Beetle Theseus and the Minotaur
Science / English / Art		The Tin Forest by Helen Ward