



# Broomhill Junior School



Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Title</b>	<b>Superheroes</b>	<b>Ancient Egypt</b>	<b>Brunel</b>	<b>Dragonology</b>	<b>Where in the World?</b>	<b>Changes (Eastwood Farm)</b>
<b>History</b>		the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt	<ul style="list-style-type: none"> <li>a local history study</li> </ul> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.			
<b>Geography</b>	<b>Holiday World Map Activity</b> <ul style="list-style-type: none"> <li><b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>physical geography, including: rivers, (River Nile)</li> </ul> </li> </ul>	<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (Counties in the South- West)</li> </ul>	<b>Physical geography</b> , including: climate zones, , mountains, volcanoes and earthquakes	<b>Place Knowledge</b> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li><b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (Selecting four places from around the world)</li> </ul> </li> </ul>	<b>Geographical Skills and Field Work</b> <ul style="list-style-type: none"> <li>use the eight points of a compass, four and six-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> <li>use 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.</li> </ul>
<b>Cross curricular maths linked to history/ Geography</b>		<u>identify, represent and estimate numbers using different representations</u> <u>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</u> Egyptian numbers activity. Represent numbers using hieroglyphs.		<u>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</u> Children interpret bar charts and solve problems about climate by comparing bar charts from different places.		
<b>Science</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>		Pupils should be taught to: <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
<b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>Making systematic and careful observations.</li> </ul>	<ul style="list-style-type: none"> <li>Setting up simple and practical enquires, comparative and fair tests</li> </ul>		<ul style="list-style-type: none"> <li>Reporting on findings from enquiries including oral and written explanations, displays or presentations of results</li> </ul>	<ul style="list-style-type: none"> <li>explanations, displays or presentations of results and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquires to answer questions conclusions</li> </ul>
<b>Cross Curricular maths linked to Science</b>	<u>measure, lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</u> Measure forces - Ensure the children read the scale on the forcemeter accurately.  <u>present data using bar charts, pictograms and tables</u> Children present the measurements from the forcemeter correctly in a table. Carefully lining up columns and rows.  Children observe whether materials are magnetic and record these results in a tick table. Children make careful observations during their magnet experiment and record these results.	<u>measure, lengths (m/cm/mm)</u> Ensure the children understand how to use a metre ruler or tape measure to measure in cm. Children then make accurate measurements of the distance from the light source and of the height of the shadow.  <u>present data using bar charts, pictograms and tables</u> Children present their measurements in a table.		<u>record and compare time in terms of seconds, minutes</u> Ensure children know how to measure time in minutes and seconds using a clock or stop watch. Children measure the time it takes for water to pass through different soil types and record these in minutes and seconds. <u>present data using bar charts, pictograms and tables</u> Children present the data they collect from the rock hardness test in a tick table. Children interpret their table and explain what this tells them about the hardness of the rocks. Children record what they find in soil in a simple tick table. Children interpret the results of the soil investigation and explain what they mean.	<u>Measure mass (kg/g)</u> Children use scales to weigh out ingredients when cooking their healthy meal, paella, gazpacho and Brazillian sweets.  <u>Compare mass (kg/g)</u> Look at the amount of sugar in different foods and drinks. Compare these to say which has the greatest amount and least amount of sugar.  <u>present data using bar charts, pictograms and tables</u> Children read packaging to identify the amount of sugar. Children record their data in a table. Children interpret the data and compare the amounts of sugar.	<u>Measure volume/capacity (l/ml)</u> Children measure out the correct amount of water to water plants in the experiment daily.  <u>measure, lengths (m/cm/mm)</u> Depending on how the children plan to measure the outcome, children may measure the height of the plants.

<b>Computing</b>	4 Lessons digital Literacy Unit 1 and Unit 2 2 lessons information technology – using the computers/logging on/saving a document/opening a document	1 Lesson digital Literacy – SMART 5 Lessons Information technology – Creating a class book using Word. Open, save, border, text box, insert pictures and edit/spellcheck.	2 lessons digital literacy – Unit 3 5 lessons Information technology – Using WWW for research and creating a PowerPoint presentation.	1 lesson digital literacy – Recap SMART 5 lessons programming – We are programmers	2 lessons digital literacy – Unit 4 4 lessons information technology – Linked to maths – Using data gathering software and producing tables and charts	2 lessons digital literacy – Unit 5 4 lessons programming – We are bug fixers
<b>Art</b>	Lichtenstein Pupils should be taught to ♣ develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.		Paintings, Brunel's creations through various media Pupils should be taught to ♣ develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	Dragon Eyes Pupils should be taught to ♣ develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay, collage] ♣ about great artists, architects and designers in history.	3D ART: Create a model/sculpture of a famous landmark Pupils should be taught to ♣ develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay, collage] ♣ about great artists, architects and designers in history.	Observational drawing/ sketching ♣ develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay, collage] ♣ about great artists, architects and designers in history.
<b>DT</b>	<b>Capes</b> When designing and making, pupils should be taught to: <u>Design</u> ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces <u>Make</u> ♣ Select from and use a wider range of tools and equipment to perform practical tasks [For example, cutting, shaping, joining and finishing], accurately <u>Evaluate</u> ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	<b>Shadow Puppets</b> When designing and making, pupils should be taught to: <u>Design</u> ♣ use research and develop design criteria to inform the design of innovative, functional, Appealing products that are fit for purpose, aimed at particular individuals or groups. <u>Make</u> ♣ Select from and use a wider range of tools and equipment to perform practical tasks [For example, cutting and finishing], accurately <u>Evaluate</u> ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <u>Technical knowledge</u> ♣ understand and use mechanical systems in their products [for example linkages]	<b>Bridges</b> When designing and making, pupils should be taught to: <u>Design</u> ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, <u>Make</u> ♣ Select from and use a wider range of tools and equipment to perform practical tasks [For example, cutting, shaping, joining and finishing], accurately ♣ select from and use a wider range of materials and components, including construction materials <u>Evaluate</u> ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures		<b>Food from around the world.</b> ♣ understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
<b>English Links</b>	Traction Man stories and letter Poetry- Charlie's Superhero Underpants	Procedural text Poetry- Kennings WBD Recount of trip	Recount- Diary of launch of SS Great Britain Fiction Tunnel	The Egg- fiction Instructions- how to train your dragon	Setting descriptions Non Chronological reports- Spain	Letters of persuasion Narrative- Imaginary Worlds- Mr Benn
<b>Maths</b>	Initial week - Basic skills revision – Doubles and number bonds./understanding operations  Place value Linked to addition and subtraction – <i>Add 10/100 to a 3 digit number</i>	Addition and subtraction Linked to statistics – <i>Compare and total</i>	Multiplication and division	Fractions	Statistics and measure	Geometry
<b>PSHE</b>	• Class Charter • I am I know I can 1b Confidence and Responsibility 1c Confidence and Responsibility 1e Confidence and Responsibility	• I am I know I can 1a Confidence and Responsibility 1d Confidence and Responsibility • SEAL Relationships Guilty	• SEAL Getting On and Falling Out Revisiting the skills of Friendship Revisiting anger Making Up	• SEAL New Beginnings Getting to know each other Gifts and Talents • I am I know I can 2h Prepare to play an active role as Citizens	• I am I know I can 3a Developing a Healthy Lifestyle 3b Developing a Healthy Lifestyle 3f Developing a Healthy Lifestyle • I am I know I can	• I am I know I can Developing good relationships and respecting differences 4a Developing good relationships and respecting differences 4e

	<ul style="list-style-type: none"> <li>SEAL Going for goals</li> </ul> <p>Knowing how we are clever, Scaling</p> <ul style="list-style-type: none"> <li>SEAL Say No To Bullying</li> </ul>	<p>Relationships Making Amends</p> <ul style="list-style-type: none"> <li>I am I know I can</li> </ul> <p>Active role as citizens 2e Active role as citizens 2f Active role as citizens 2g</p>	<ul style="list-style-type: none"> <li>SEAL Going For Goals</li> </ul> <p>Foil frustrations-beat boredom Taking responsibility Going for a goal Weighing up the consequences</p>	<p>2i Prepare to play an active role as Citizens 2j Prepare to play an active role as Citizens 2k Prepare to play an active role as Citizens</p>	<p>4d Developing Good Relationships and respecting differences</p> <ul style="list-style-type: none"> <li>Sex and Relationships (DVD)</li> <li>SEAL Relationships</li> </ul> <p>Taking responsibility Making Wise choices Sticks and stones</p>	<p>Developing good relationships and respecting differences 4f</p> <ul style="list-style-type: none"> <li>I am I know I can</li> </ul> <p>Finances</p>
<b>RE</b>	<p>Awareness, Mystery and Value Unit 1 – What is Important to me? Exploring ideas of what it is to be human and relating them to religious and other beliefs.</p>	<p>Awareness, Mystery and Value Unit 2 – What can learn from the life and teaching of Jesus? Exploring aspects of the person, life and teaching of Jesus and how they relate to Christian life, practices, celebrations and the pattern of Christian festivals</p>			<p>Awareness, Mystery and Value Unit 3 – Why do religious books and teaching matter? Exploring how religions and beliefs express values and commitments in a variety of written forms, and how value is attached to those writings</p>	
<b>Computing</b>	<p>4 Lessons digital Literacy Unit 1 and Unit 2 2 lessons information technology – using the computers/logging on/saving a document/opening a document</p> <ul style="list-style-type: none"> <li>understand computer networks including the internet; how they can provide multiple Services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>2 Lessons digital Literacy - Introduce SMART 5 Lessons Information technology – Creating a class book using Word. Open, save, border, text box, insert pictures and edit/spellcheck.</p> <ul style="list-style-type: none"> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>2 lessons digital literacy – Unit 3 5 lessons Information technology – Using WWW for research and creating a hyperlinked PowerPoint presentation.</p> <ul style="list-style-type: none"> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>understand computer networks including the internet; how they can provide multiple Services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>1 lesson digital literacy – Recap SMART 5 lessons programming – We are programmers</p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>2 lessons digital literacy – Unit 4 4 lessons information technology – Linked to maths – Using data gathering software and producing tables and charts</p> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>understand computer networks including the internet; how they can provide multiple Services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>2 lessons digital literacy – Unit 5 4 lessons programming – We are bug fixers</p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
<b>Music</b>		<p><b>Pulse and rhythm</b></p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>organising and manipulating ideas within musical structures Christmas Nativity</p> <p>To..... perform in ensemble contexts, using their voices..... with increasing accuracy, fluency, control and expression</p>		<ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul> <p>To..... perform in ensemble contexts, using their voices..... with increasing accuracy, fluency, control and expression</p> <p>organising and manipulating ideas within musical structures</p>		<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>Understand and appreciate a wide range of live and recorded music from different cultures and traditions (link back to Term 5 project)</p>
<b>MFL (Spanish)</b>	<p><b>Greetings, Numbers</b></p> <p>Say hello and good bye in a variety of ways</p> <p>Introduce self and ask someone their name</p> <p>Say how old you are and ask someone how old they are</p>	<p><b>Colours and Christmas</b></p>	<p><b>Countries, Wild/zoo animals</b></p>	<p><b>Animals - Pets</b></p>	<p><b>Days and Months</b></p>	<p><b>Farm Animals</b></p>

		Know number names from zero to 10					
PE		<p><b>Real PE</b></p> <p>Through real PE children will develop a variety of skills that will enable them to improve their physical ability and technical aspects in different sports and activities</p> <p>Emphasis will be given on identifying and understanding and exercising basic skills as Balance, Speed, Strength, Flexibility, Coordination and Stamina and how they in combination and isolation support our performance in different activities.</p> <p>We will support promotion of our schools values and recognise ways of achieving a Bronze, Silver or Gold medal as part of our school assessment process in PE.</p>	<p><b>Hockey</b></p> <p>Demonstrate and exercise the correct and safe way of holding the stick.</p> <p>Demonstrate correct way of handling the ball with the correct side of the bat.</p> <p>Clarify contact rules-No body contact only stick contact</p> <p>Hand eye coordination to move the ball around, simple forms of passing and shooting.</p> <p>Provide loads of opportunities for success in shooting and scoring</p> <p>play competitive games, modified where appropriate [Hockey Skills], and apply basic principles suitable for attacking and defending</p>	<p><b>Body Conditioning</b></p> <p>Through our PE sessions we will encourage children to actively participate enabling themselves to develop their stamina and build a strong and healthy body</p>	<p><b>Dance</b></p> <p>Children will be taught 2-3 modern dances with a basic moving pattern in each and will be asked to try and coordinate their moves with the music. Fun and enjoyment will be in the heart of our practice while we will challenge the children to collaborate and try to create a short dancing routine of their own</p>	<p><b>Athletics</b></p> <p>Develop running, throwing and jumping techniques through a variety of game orientated exercises.</p> <p>Improve balance, speed and coordination in Running, Jumping and Throwing as a result</p> <p>Enhance the meaning of competitiveness and can do attitude through races and throwing or jumping games</p>	<p><b>Rounders-Cricket</b></p> <p>Develop a basic understanding of the sports.</p> <p>Fielding/Batting team and basic roles and responsibilities</p> <p>Develop underarm throwing technique and ability to hand eye coordinate and hit the ball with the bat.</p> <p>Adjust format of sessions so that children experience many successful opportunities to hit the ball and not get discouraged.</p> <p>Develop basic fielding skills. Demonstrate proper fielding technique.</p> <p>Encourage team work, respect and inclusion</p>
			<p><b>Gymnastics</b></p> <p>Use a variety of exercises and techniques to enable children to unfold their physical skills required in Gymnastics.</p> <p>Play many games with a Strength, Balance and coordination focus combination.</p> <p>Demonstrate and exercise simple forms of Gymnastics Jumps, Rolls and Balance routines.</p> <p>Use music to encourage creativity and connect to a more competitive set up</p>	<p><b>Swimming</b></p> <p>Children will develop confidence and acquire a basic understanding of the techniques required to become an efficient swimmer. Through fun games and activities once they enter the water and always taking in mind the individual level we will help the children having their first experience in a pool to love the water.</p> <p>Our skills focus will be to introduce and develop the basic arms and legs moves in front crawl and back crawl with the use of floating aid where appropriate</p>	<p><b>Tag Rugby</b></p> <p>Introduce Tag Rugby and exercise basic techniques. Start from running and changing direction comfortably. Practice putting the tag belt on and off.</p> <p>Introduce tagging with and without the tag belts. Emphasize importance of lifting the tag and shouting tag when tagging someone.</p> <p>Familiarize with handling a rugby ball. Introduce passing backwards rule.</p> <p>Explain basic rules and how we score a try</p>	<p><b>Netball</b></p> <p>In netball children will be taught the importance of footwork and how this is affected by the rules of the game. Also the basic forms and technique of passing and receiving.</p> <p>Working in small groups of 2, 3 or 4 children will improve their ability to collaborate. At the same time we will identify Netball as a non-contact sport and learn how to defend and attack in order to score points.</p> <p>Shooting technique will also be demonstrated and practised.</p>	<p><b>Orienteering</b></p> <p>Organise a Sports treasure Hunt</p>
<b>Visits Visitors</b>	Real life super hero visitors	Visit: Bristol Museum	Visit: SS Great Britain	Visit: Severn Beach	Cookery – world foods	Visit: Eastwood Farm * Pond	
<b>SMSC Links</b>	C6 use language and understand images/icons, which have significance/meaning	C7 Participate and respond to artistic/cultural experiences Sp2 aware/understand own and others beliefs S11 understand how societies function/are organised C8 personal enrichment through encountering cultural media and traditions from a range of cultures C10 Appreciate diversity/interdependence of cultures C9 regard for heights of achievement in cultures/societies	C2 understand influences which shape own culture C6 use language and understand images/icons, which have significance/meaning C9 regard for heights of achievement in cultures/societies S12 participate in activities relevant to the community C7 Participate and respond to artistic/cultural experiences	C7 Participate and respond to artistic/cultural experiences	S7 respect people, living things, property and environment M3 think through the consequences of actions S4 share views and opinions C10 Appreciate diversity/interdependence of cultures	S12 participate in activities relevant to the community S7 respect people, living things, property and environment	

<p><b>British Values</b></p>	<p>Real Life Superheroes: Enable students to acquire a broad general knowledge of and respect for public institutions and services in England</p> <p>encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;</p> <p>Outcome: We know about how the police, army and NHS support our country and are our real life superheroes</p> <p>Outcome: We know how we can be superheroes in school and our local community</p>	<p>PSHE: enable students to distinguish right from wrong and to respect the civil and criminal law of England</p> <p>To uphold the rule of law Rules and Regulations</p> <p>Outcome: We can name groups of people who make rules and have some idea how rules are enforced</p> <p>encourage respect for other people</p> <p>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</p> <p>Outcome: We have studied the culture and beliefs of the Ancient Egyptians and have learnt about how they influenced modern life</p>	<p>History: further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</p> <p>To be aware of significant personalities, events and turning points in British history</p> <p>Outcome: We can discuss significant figures who have changed the way we live</p>	<p>History: further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</p> <p>To be aware of significant personalities, events and turning points in British history</p> <p>Outcome: We have learnt about George and the Dragon</p>	<p>Art / DT further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</p> <p>Outcome: We have learned about and created a model/sculpture of a famous landmark</p> <p>Outcome: We have investigated and cooked a selection of world foods</p>	<p>Literacy / Speaking and Listening: to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely</p> <p>To create a persuasive poster and presentation encouraging the preservation of Eastwood</p> <p>Outcome: I understand how I can contribute to my local community and support important parts of my society</p>
------------------------------	---	--	---	--	---	---