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

Year 3

	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 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 bes 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	Study the sort of play which can be found no coasts, cliffs and thou beneath the sea. How they survive? Introduction to algae seaweed being a main member of the algae species. Look at the signoups: seagrasses, so algae and salt-toleran 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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CLC MAT Cross Curriculum KS2-KS1-Foundation- Early Years (2021-2022)

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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	HOLA	EXPLOSION OF COLOURS	ALL ABOUT ME	FARM ANIMALS	TRANSPORTS	AT THE SEASIDE
Year 3	Spanish beginner tool kit Spain location, capital city Cross-curriculum: 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?	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	physical description - Pedro el pez Cross-curriculum: British values: Tolerance and respect HERITAGE What are the criteria of beauty? Exploring faces we see on TV	farm animals in Spain <u>Cross-curriculum:</u> PSHE: work done by farmers HERITAGE Working conditions in the farms in Nijar, Spain	mode of transport to school and opinions Cross-curriculum: Traditional myth from latin America HERITAGE Respecting people customs from different background	Sea side activities Cross-curriculum: PSHE Encouraging pupils to take responsibility for their own actions HERITAGE A better future for all/ cleaning the beaches from plastic
I MUSIC I	LISTENING , APPRAISING	CREATING MUSICAL	CONTROLING SOUND From hand clapping to	IMPROVISING, COMPOSING	CONTROLING SOUND Singing the children adapted	CONTROLING SOUND Practice and perform
Year 3	Traditional Somali folk songs, call & answer, hand	Adapting lyrics "La bamba", Traditional Jaracho song	drumming, from stone to animal skin. Exploring	Experimenting with rhythms How could we	version of "La bamba <u>Cross-curriculum:</u>	a song for changes with "Songs around the world"
Mother Africa	clapping, traditions around the world, from Egyptians to gypsies, Spain Cross-curriculum: HERITAGE, History & Spanish: Stone Age: Are we all African descendants?	From Vera Cruz, México Cross-curriculum: HERITAGE, geography, Spanish: Mexican volcanic region. Why do people in México speak Spanish?	drumming around the world. Cross-curriculum: HERITAGE: common thread of musical instruments around the world	imitate the rain, the wind, the thunder, the waterfalls or floods? Cross-curriculum HERITAGE Respecting people customs from different backgrounds	HERITAGE/PSHE: recognise and respecting codes of moral from different cultures (Mexicans) Spanish: México	Cross-curriculum: 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'