

## Art & DT

Children will study art from a variety of different cultures including clothes and accessories worn at different festivals. Children will focus on making a Brazilian headdress suitable to be worn at a Brazilian carnival. The children will also be designing and creating a variety of Christmas crafts in the lead up to Christmas.

**Art skills:** Sketching designs, colouring, and painting with careful attention to detail.

**DT skills:** Designing and creating headdresses from various materials.

**Application of maths across the curriculum:** Measuring.

**Application of literacy across the curriculum:** instructions, speaking and listening

## Religious Education/PSCHE

We will be looking at religious buildings and how they exemplify the beliefs and values of religious communities. This work will enable the children to further their knowledge of signs and symbols. We will also be looking at the importance of worship across more than one religion and culture. In PSCH the children will also learn about refugees and migrants. Embedded in each lesson will be a focus on cultural diversity in order to promote tolerance and dispel intolerant views. (British Values). **Skills:**

- Explain how some teachings and beliefs are shared between religions and cultures.
- Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
- Explain the practices and lifestyles involved in belonging to a faith community.
- Learn why it is important to be tolerant of people from different religions and cultures.

**Application of maths across the curriculum:** pattern and shape in architecture

**Application of literacy across the curriculum:** speaking and listening

## MUSIC

Children will be preparing for the KS2 Christmas Production. They will also be listening to and exploring music from different cultures around the world.

### Skills:

- Sing from memory with confidence
- Sing expressively and in tune
- Sing a harmony part confidently and accurately
- Perform with controlled breathing
- Use musical vocabulary to describe and appraise music.

**Application of maths across the curriculum:**

Number - in understanding rhythm and length of notes.

**Application of literacy across the curriculum:** speaking and listening, comprehension of lyrics.



## Diversity

## PE

This term the children will continue to develop their swimming skills and also further develop their athletics skills in the lead up to a competition with local schools.

### Skills:

- Use more than one stroke and coordinate breathing as appropriate for the stroke being used.
- Coordinate leg and arm movements.
- Swim at the surface and below the water.
- Combine sprinting with low hurdles over 60 metres.
- Choose the best place for running over a variety of distances.
- Throw accurately and refine performance by analysing technique and body shape.
- Show control in take-off and landings when jumping.
- Compete with others and keep track of personal best performances, setting targets for improvement.

**Application of maths across the curriculum:** Symmetry, measuring

**Application of literacy across the curriculum:** instructions, speaking and listening

## Topic (Hist/Geog)

The children will be taking part in a 'tribes' project this half term.

The children will consider what communities across the globe have in common and what the key aspects of a 'culture' are (e.g. laws, a political, structure / leader, diversity, beliefs, ceremonies, traditions, particular clothing styles, food types, symbols etc.) In groups the children will create an imaginative tribe with these key aspects of a culture. What is the tribe called? Does it have a symbol? What are its five most important laws? Does it worship anything? What's its most important ceremony? Do its people get married? Each tribe could be situated anywhere, in any time. Once the tribe has been created, the children will think about how two tribes will get on if they have to live on the same island. Each group will share its tribe information or 'cultural identity'. Are they compatible? What might they disagree about? Are their laws similar? How are they going to share the geography of the island together? This will allow the children to develop their ideas about empathy, participation, communication, negotiation and conflict resolution. Children will record their relationship with the other tribe in the form of a map. The map depicts the island and will show how integrated or separated the two tribes decide to become. Would they allow marriage between the tribes? What if one tribe loves eating meat and the other is vegetarian? They might produce a 'blended version' of their two tribal symbols. Children will then reflect on how different tribes have got on with each other and then consider real life examples where two cultures have met. From this, they will be able to create a list of 'advice guidelines' for situations in which people of different cultures meet each other. How should different religious beliefs be reconciled, if indeed they can be? What if one tribe does not respect the traditions of the other? Should there be new laws for everybody? Ideas of tolerance, respect, freedom, rights and responsibilities are implemented here. **Skills:**

- Develop community cohesion skills
- Advance thinking and communication skills
- Explore imaginations and creativity in group contexts
- Understand the concept of a 'culture' more deeply and consider consequences

**Application of maths across the curriculum:** Scale when drawing maps

**Application of literacy across the curriculum:** Speaking and listening

## ICT

### We are architects – Unit 5.6

In this unit the children will create their own virtual room. **Skills:** The children will learn to understand the work of architects, designers and engineers working in 3D, develop a familiarity with a simple CAD tool, develop spatial awareness by exploring a 3D virtual environment and develop greater ascetic awareness.

**Application of maths across the curriculum:** measurement, spatial awareness

**Application of Literacy across the curriculum:** speaking and listening

## Keeping safe

Fire safety (Bonfire night)  
Pedestrian training (Walk Smart)  
NSPCC assembly and workshop  
E-safety (ongoing)

## Wow experiences

Swimming lessons  
Christmas production  
Christmas pantomime