BRITISH FORCES SCHOOL Naples

MASERATI CURRICULUM OVERVIEW

Year 3 and 4

Maserati Class Curriculum Overview
Two Year Cycle

English:

At British Forces School Naples, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. To support planning, we use *No Nonsense Literacy*: Teaching Sequences for Writing which are a series of stimulating, hands-on learning activities based on high-quality texts that model effective and exciting writing to develop reading, writing, listening and grammar skills. Children have the opportunity to read to an adult at school on a regular basis. In addition to this, class teachers listen to groups of children read in a' guided reading group' or together as a whole class. Throughout our guided reading sessions, children develop a range of reading skills through the use of 'VIPERS'. Our teaching of phonics through *Read Write Inc Phonics* continues into Key Stage 1 and children progress to Read Write Inc Spelling when they have completed the phonics programme. There are also many cross-curricular English opportunities through our use of Cornerstones which exposes children to rich, challenging texts and gives them the opportunity to write across a range of genres that link to their learning.

Maths

At British Forces School Naples, we aim for all children to become resilient, fluent mathematicians with an ability to tackle problem solving and take on maths in the real world. To ensure consistency and progression, we use the White Rose Maths scheme throughout our school. White Rose premium resources and NCETM materials are used to support planning and resourcing.

The Cornerstones Curriculum – History, Geography, Science, Art and DT

At British Forces School Naples we have adopted the Cornerstones Curriculum for the teaching of Science, History, Geography, Art and DT. We use this as a basis for our structure and within this very much understand the importance of personalising the curriculum to our children, our setting and our unique community

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Cornerstones Curriculum is delivered through a range of inspirational yet rigorous learning projects that allow children to learn in a way that motivates and interests them. These are based on the National Curriculum, but bring learning together in new and exciting ways. Each project combines different strands of learning so that children learn more holistically and start to challenge themselves and learn problem solving skills as they create truly fantastic learning opportunities. Cornerstones provides our children with a good level of challenge, giving them opportunities to solve problems, apply themselves creatively and express their knowledge and understanding. The content of our curriculum is broad, varied and engaging and covers all statutory content set out in the subject programmes of study. In Years 1 to 6, curriculum content is organised into a range of driver projects and companion projects. Driver projects span a half-term and, where there are companion projects, these are woven into the half-term plan. Companion projects are subject-focused for art and design and design technology.

Each individual project is split into sections, which see children progress through four stages of learning: Engage, Develop, Innovate and Express.

At the 'Engage' stage, children may:

- gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- enjoy 'WOW' experiences
- get an exciting introduction to a topic or theme
- begin researching and setting enquiry questions
- get lots of opportunities to make observations
- develop spoken language skills
- take part in sensory activities
- have lots of fun to fully 'engage' with their new topic.

At the 'Develop' stage, children may:

- improve their knowledge and understanding of the topic
- develop and practise their new skills
- compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- research their own questions and those set by others
- follow new pathways of enquiry based on their interests
- complete homework activities that support their learning.

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At the 'innovate' stage, children:

- apply skills, knowledge and understanding in real-life contexts
- solve real or imagined problems using everything they've learnt
- get inspired by imaginative and creative opportunities
- revisit anything not fully grasped at the 'Develop' stage.

At the 'Express' stage, children may:

- become the performers, experts and informers
- share their achievements with parents, classmates and the community
- evaluate finished products and processes
- link what they have learnt to where they started
- celebrate their achievements!

Computing

D.A.R.E.S is an innovative approach to teaching computing which encourages pupils to be critical thinkers, problems solvers and computational thinkers while creating purposeful content to demonstrate how learning can be applied across the wider curriculum.
The aim of this approach is to provide a scheme that deepen children's knowledge of computing so they can creatively apply their learning across the curriculum in a personalised and accessible way.
The stages of the lessons are as follows:
D - Design: Pupils start to discuss the desired outcome for their project and are given time to tinker with the software before planning what they will do to achieve their outcome.
A - Apply: Pupils are given the opportunity to create, make and produce content using the app or software explored in the Design lesson(s)
R - Refine: Pupils spend time considering ways to modify and improve their projects to get the best results possible.
E - Evaluate: Upon completing their desired outcome, pupils are given the opportunity to reflect and consider how effectively they have achieved their goal.
S - Share: Learners are given the opportunity to publish and exhibit their work to the world embedding skills from the Digital Literacy curriculum.

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Music

At British Forces School Naples, we believe that Music is a unique way of communicating which can inspire and motivate children. It is a vehicle for personal expression and plays an important role in the personal development of each child. Music reflects culture and society and so the teaching and learning of music enables children to better understand the world they live in. It also plays an important role in helping children feel part of a community.

We use Music Express, a published scheme of work, to deliver the National Curriculum for Key Stage 1 and 2. The scheme of work is flexible, creative and makes cross curricular links. The range of resources within Music Express supports teachers who are non-specialists.

PSHE

The skills taught in PSHE enable pupils to develop the skills they need to flourish in the wider curriculum and in life as a whole. PSHE helps pupils to understand their own personal value, and how as individuals, they fit into and contribute to the world. PSHE helps to develop emotional literacy, build resilience and supports mental and physical wellbeing, in turn supporting emotional awareness, concentration and focus.

To ensure a depth and accuracy of learning which builds upon prior learning, all classes undertake weekly PSHE lessons which follow Jigsaw 3-11, a fully planned and spiralling/progressive PSHE scheme. As a school, we follow a set theme each half term, which is introduced, in a whole school assembly.

There are 6 lessons per theme and every lesson has two Learning Intentions, one specific to Relationships and Health Education (PSHE) (in purple) and the other designed to develop emotional literacy and social skills (in green). Lessons are underpinned by the Jigsaw behaviour charter, which reinforces respect for each other – taking turns, being kind and positive and respecting confidentiality.

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PE

For our PE curriculum, we meet National Curriculum expectations for PE through our use of the **Rising Stars Champions PE Scheme.** Champions is a Sports, Fitness and Health programme for Years 1 to 6. It is a holistic approach to the teaching of PE, which improves fitness, develops skills and deepens knowledge of health and wellbeing. The Sports and Fitness lessons are covered in twice weekly PE slots and the Health lessons can be taught in one of the PE sessions, a science or PSHE lesson (as they often cover objectives from those programmes of study), or in a carpet time or discussion with the children.

Modern Foreign Languages (MFL) - Italian

We aspire in teaching MFL at British Forces School Naples to foster an interest and enjoyment in learning a language and an enthusiasm to find out about the different cultures around the world. MFL is taught as a discrete subject and is taught through Italian. It is taught twice weekly for approximately fifteen to thirty minutes depending on the age of cohort, by our locally employed Italian tutor.

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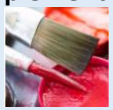
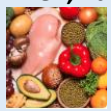
<table>
<tr><th>CYCLE A</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Driver Project</td><td colspan="2">Through the Ages
 
(History)</td><td colspan="2">Ancient Civilisations
 
(History)</td><td colspan="2">Rocks, Relics and Rumbles
 
(Geography)</td></tr>
<tr><td rowspan="3">Companion Projects to allow full coverage of Art and Design, DT and Geography</td><td>Contrast and Complement – Y3
 
(Art)</td><td>Prehistoric Pots
 
(Art)</td><td>Warp and Weft
 
(Art)</td><td>Statues, Statuettes and Figurines
 
(Art)</td><td>People and Places
 
(Art)</td><td>Ammonite
 
(Art)</td></tr>
<tr><td colspan="2">Cook Well, Eatwell
 
(DT)</td><td colspan="2">Tomb Builders
 
(DT)</td><td colspan="2">Making It Move
 
(DT)</td></tr>
<tr><td colspan="2">One Planet our World
 
(Geography)</td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td>Enrichment ideas and key events</td><td colspan="2">Scuole e viaggi d'istruzione - Fondazione MIdA
Archeological dig
STEM Week – Term 1.1
Nativity – Term 1.2</td><td colspan="2">Archaeological Museum Naples
World Book Day
Enterprise Easter Fair – Term 2.2</td><td colspan="2">Pompeii
Vesuvius
Herculaneum
Arts Week – Term 3.2
Sports Day Term – 3.1</td></tr>
</table>

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<table>
<tr><td>Suggested class text:</td><td colspan="2">Stig of the Dump by Clive King</td><td colspan="2">Secrets of a Sun King by Emma Carroll</td><td colspan="2">The Firework-Maker's Daughter by Philip Pullman</td></tr>
<tr><td>Literacy:</td><td colspan="6">Planning for Literacy is taken from Devon Education Services Book Write Schemes. Please see English Writing Overview.</td></tr>
<tr><td>Phonics and Spelling</td><td colspan="6">In Key Stage 2 most children will be following Read Write Inc spelling at the level appropriate to them. Read Write Inc. spelling is for children in Years 2 to 6 who have completed Read Write Inc. Phonics and for children who have met the English National Curriculum expectations for reading in Year 2. The spelling programme builds upon teaching strategies and spelling activities from Read Write Inc. Phonics and is organised in daily, 15-minute well-paced lessons. Direct teaching underpins the programme. Spelling is taught cumulatively and systematically, with deliberate, focused practice.</td></tr>
<tr><td>Maths:</td><td colspan="6">White Rose Maths – Scheme of Learning Mixed Age Year 3/4</td></tr>
<tr><td></td><td colspan="2">Year 3:
Place Value – counting, representing numbers, partitioning, estimating, comparing and ordering
Addition and Subtraction – adding and subtracting 1s, 10s and 100s; applying number bonds within 10
Multiplication and Division – multiples of 2, 5 and 10, arrays, sharing and grouping
Year 4:
Place Value – representing numbers to 10,000, partitioning
Addition and Subtraction –, adding up to two 4-digit numbers, subtracting from a 4-digit numbers, estimating and checking
Multiplication and Division– multiplication and division facts 3, 6 and 9 times tables</td><td colspan="2">Year 3:
Multiplication and Division – written methods of multiplying, written methods of dividing, scaling, correspondence
Length, Perimeter and Area – measuring length, equivalent lengths, adding and subtracting lengths, perimeter
Fractions – recognising fractions, equivalent fractions, comparing and ordering fractions, fractions of an amount, adding and subtracting fractions
Mass and Capacity – tenths, measuring and comparing mass, adding and subtracting mass, measuring and comparing capacity, adding and subtracting capacity
Year 4:
Multiplication and Division – written methods of multiplying, written methods of dividing, correspondence
Length, Perimeter and Area – equivalent lengths, perimeter, area
Fractions– recognising fractions, equivalent fractions, comparing and ordering fractions, fractions of an amount, adding and subtracting fractions
Decimals – tenths, hundredths, dividing a 1 or 2-digit number by 10, dividing a 1 or 2-digit number by 100</td><td colspan="2">Year 3:
Decimals – writing and comparing money, calculating money
Time – converting time, analogue time, digital time, finding and comparing durations
Statistics – pictograms, bar charts, tables
Properties of Shape – angles, lines, 2D shapes, 3D shapes
Year 4:
Decimals – comparing and ordering decimals, rounding decimals, halves and quarters, writing and comparing money, estimating money, calculating money
Time – comparing time, digital time
Statistics– bar charts, line graphs
Position and Direction – angles, symmetry, coordinates</td></tr>
<tr><td>Science</td><td><u>Animal Nutrition and the Skeletal System</u></td><td><u>Food and the Digestive System</u>
This project teaches children about the human digestive</td><td><u>Sound</u>
This project teaches children about sound, how sound is</td><td><u>Electricity Circuits and Conductors</u></td><td><u>Forces and Magnets</u>
This project teaches children about contact and non-contact</td><td>As part of Rocks, Relics and Rumbles
Rocks, Fossils, Soil</td></tr>
</table>

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	This project teaches children about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeleton. **PoS:** • Ask relevant questions and using different types of scientific enquiries to answer them. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • 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. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy. **PoS:** • Ask relevant questions and using different types of scientific enquiries to answer them. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Describe the simple functions of the basic parts of the digestive system in humans. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Identify the different types of teeth in humans and their simple functions. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Recognise that environments can change and that this can	made and how sound travels as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed. **PoS:** • Ask relevant questions and using different types of scientific enquiries to answer them. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Identify how sounds are made, associating some of them with something vibrating. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Recognise that sounds get fainter as the distance from the sound source increases.	This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about programmable devices. They combine their learning to design and make a nightlight. **PoS:** • Ask relevant questions and using different types of scientific enquiries to answer them. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify common appliances that run on electricity. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.	forces, including friction and magnetism. They investigate frictional and magnetic forces, and identify parts of a magnet and magnetic materials. **PoS:** • Ask relevant questions and using different types of scientific enquiries to answer them. • 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. • Compare how things move on different surfaces. • Describe magnets as having two poles. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others.	**PoS:** • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Recognise that soils are made from rocks and organic matter. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

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	• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Set up simple practical enquiries, comparative and fair tests. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings	sometimes pose dangers to living things. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Set up simple practical enquiries, comparative and fair tests. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings. • **Breadth** Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.	• Recognise that vibrations from sounds travel through a medium to the ear. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Set up simple practical enquiries, comparative and fair tests. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings.	• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Recognise some common conductors and insulators, and associate metals with being good conductors. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Set up simple practical enquiries, comparative and fair tests. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings.	• Predict whether two magnets will attract or repel each other, depending on which poles are facing. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Set up simple practical enquiries, comparative and fair tests. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings.	
History	**Through the Ages**		**Ancient Civilisations**		**As part of Rocks, Relics and Rumbles** Significant people – Mary Anning; Significant event - Pompeii	

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	This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement. **PoS:** • Learn about changes in Britain from the Stone Age to the Iron Age. • **Breadth** Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • **Breadth** Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • **Breadth** Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation. **PoS:** • Learn about 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • **Breadth** Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • **Breadth** Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • **Breadth** Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • **Breadth** Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	• **Breadth** Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • **Breadth** Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • **Breadth** Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
Geography	**<u>One Planet, Our World</u>** This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality. **PoS:** • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		**<u>Rocks, Relics and Rumbles</u>** This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity. **PoS:** • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the

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	• 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. • 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. • 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. • 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.				Prime/Greenwich Meridian and time zones (including day and night). • 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. • 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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.	
Art and Design	**Contrast and Complement** This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork. **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	**Prehistoric Pots** This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot. **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.	**Warp and Weft** This project teaches children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products. **PoS**: • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.	**Statues, Statuettes and Figurines** This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine. **PoS:** • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.	**People and Places** This project teaches children about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school. **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.	**Ammonite** This project teaches children about artistic techniques used in sketching, printmaking and sculpture. **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

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	• Learn about great artists, architects and designers in history.					
Design Technology	**Cook Well, Eatwell** This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria. **PoS:** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand and apply the principles of a healthy and varied diet. • Understand how key events and individuals in design and technology have helped shape the world. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • 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		**Tomb Builders** This project teaches children about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads. **PoS:** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Investigate and analyse a range of existing products. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). • 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.		**Making It Move** This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy. **PoS:** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Investigate and analyse a range of existing products. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. • Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors). • Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). • 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.	
Computing	**Programming – Animations in Scratch Jr.** **Outcomes:** • Create algorithms for programming projects • Decompose projects (such as an animation) into steps to create an algorithm • Understand abstraction is focusing on important information	**Data Handling – Online Questionnaire** **Outcomes:** • Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text • Create and publish an online questionnaire and analyse the results	**Computer Networks – Understanding the Internet and Green Screen Video** **Outcomes:** • Understand the Internet is a worldwide network • Understand how web pages are viewed across the Internet	**Sound – Podcasting** **Outcomes:** • Combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets • Write and record a script using a teleprompter tool	**Presentation – Adobe Spark Poster** **Outcomes:** • Combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets • Web Design and eBook Creation	**Photography and Digital Art – Digital Self-portraits** **Outcomes:** • Create a digital image using a range of tools, pens, brushes and effects • Understand abstraction is focusing on important information

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	• Identify patterns in an algorithm • Design a program • Create a program using a design • Create a sequence of code • Evaluate a program		• Understand the difference between the Internet and the world wide web	• Edit sound effects for a purpose. • Record a radio broadcast or audiobook		• Explain how people can represent themselves in different ways online • Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why
E-Safety through PSHE	Elements of e-safety are also taught through Jigsaw PSHE. The Jigsaw framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long-term behaviours. **Relationships** Children learn and rehearse using strategies for keeping themselves safe online; they also learn who to ask for help if they are worried or concerned about anything online					
RE:	**Who does it mean to be Christian in Britain today?** • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings • Describe some ways in which Christian express their faith through hymns and modern worship songs • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others	**What do people believe about God?** • Describe some of the ways in which Christians Hindus and/or Muslims describe God • Ask questions and suggest some of their own responses to ideas about God • Suggest why having a faith or belief in something can be hard • Identify how and say why it makes a difference in people's lives to believe in God	**Why is Jesus inspiring to some people?** • Make connections between some of Jesus' teachings and the way Christians live today • Describe how Christians celebrate Holy Week and Easter Sunday • Identify the most important parts of Easter for Christians and say why they are important • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter	**What can we learn from religions about what is right and wrong?** • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions • Make connections between stories of temptation and why people can find it difficult to be good • Give examples of ways in which some inspirational people have been guided by their religion • Discuss their own and others' ideas about how people decide right and wrong	

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PSHE Jigsaw Year 3	**Being Me in My World** • Recognise own worth and identify positive things about own self and achievements. • Know how to make someone else feel welcome and valued • Set personal goals • Face new challenges positively, make responsible choices and ask for help when needed • Recognise how it feels to be happy, sad or scared and identify if other people are feeling these emotions • Understand why rules are needed and how they relate to rights and responsibilities • Understand that our actions affect ourselves and others and try to see things from different view points • Work cooperatively in a group, make responsible choices and take action	**Celebrating Differences** • Understand that everybody's family is different and important to them • Understand that differences and conflicts sometimes happen among family members • know how to use some calming strategies and use the 'Solve it together' technique • Know what it means to be a witness to bullying and some ways of helping to make someone who is bullied feel better • Problem-solve a bullying situation with others and know that witnesses can make the situation better or worse by what they do • Recognise that some words are used in hurtful ways and share experiences when our words affected someone's feelings and what the consequences were	**Dreams and Goals** • Talk about people who have faced difficult challenges and achieved success • Identify a dream/ambition and imagine how it would feel to achieve that dream/ambition • Enjoy facing new learning challenges and working out the best ways to achieve them • Know that we are each responsible for our own learning and that we can use our strengths as a learner to achieve challenges • Recognise obstacles which might hinder achievement, take steps to overcome them and manage the feelings of frustration that may arise when obstacles occur • Evaluate our own learning process and identify how it can be better next time	**Healthy Me** • understand how exercise affects our body and know why our heart and lungs are such important organs • Know that the amount of calories, fat and sugar we put into our bodies will affect our health and know what it feels like to make a healthy choice • Discuss our own knowledge and attitude towards drugs • Identify things, people and places that we need to keep safe from and know some strategies for keeping ourselves safe including who to go to for help and how to call emergency services • Identify when something feels safe or unsafe and take responsibility for keeping our self and others safe • Understand how complex our body is and how important it is to take care of it	**Relationships** • Identify the roles and responsibilities of each family member and reflect on the expectations for males and females • Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • Know how to negotiate in conflict situations to try to find a win-win solution • Know and use some strategies for keeping safe online • Explain how some of the actions and work of people around the world help and influence us • Understand how our needs and rights are shared by children around the world and identify how our lives may be different. • Know how to express our appreciation to our friends and family	**Changing Me** • Understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby • Understand how babies grow and develop in the mother's uterus • Understand what a baby needs to live and grow • Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • Identify how boys' and girls' bodies change on the outside during this growing up process • Identify how boys' and girls' bodies change on the inside during the growing up process and explain why these changes are necessary so that their bodies can make babies when they grow up • Recognise how we feel about these changes and know how to cope with these feelings • Start to recognise stereotypical ideas we might have about parenting and family roles
PE	**Sport: Nimble Nets** • Become familiar with balls and short tennis rackets	**Sport: Invaders** • Keep possession of a ball	**Sport: Gym Sequences** • Identify and practise body shapes	**Sport: Dynamic Dance**	**Sport: Young Olympians** • Select and maintain a running pace for different distances	**Sport: Striking and Fielding** • Develop and investigate different ways of throwing,

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(Rising Stars Champions Year 4)	• Get the ball into play • Accurately serve underarm • Build up a rally • Build a rally, focusing on accuracy of strokes • Play a variety of shots in a game situation and to explore when different shots should be played • Play a competitive tennis game **Fitness: Cool Core (Pilates)** • Improve balance and co-ordination • Develop balance techniques when performing cool core moves • Sustain balance and concentration when performing a variety of cool core moves	• Use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation • Use accurate passing and dribbling in a game • Identify and apply ways to move the ball towards an opponent's goal • Learn concepts of attack and defence • Play in a mini football competition **Fitness: Boot Camp** • Understand how to prepare the body for exercise • Understand what fitness means • Complete a range of circuit-based activities and understand the reason for doing them • Understand what happens to the heart rate during exercise	• Identify and practise symmetrical and asymmetrical body shapes • Construct sequences using balancing and linking movements • Use counterbalances and incorporate them into a sequence of movements • Perform movements in canon and in unison • Perform and evaluate own and others' sequences **Fitness: Step to the Beat** • Understand the importance of a warm-up • Improve fitness, particularly strength and stamina • Complete a step routine to music to improve fitness • Develop co-ordination and balance	• Identify and practise the patterns and actions of line dancing • Demonstrate an awareness of the music's rhythm and phrasing when improvising • Create an individual dance that reflects the line dancing style • Create partnered dances that reflect the line dancing style and apply the key components of dance • Create partnered dances that reflect the line dancing style and apply the key components of dance • Perform a line dance using a range of movement patterns • Perform and evaluate own and others' work **Fitness: Mighty Movers (Boxercise)** • Learn footwork movement patterns showing co-ordination • Demonstrate correct technique for a jab • Understand the value of boxercise moves • Learn how to build an aerobic exercise routine including skilled moves • Create and perform a boxercise sequence with increased accuracy	• Practise throwing with power and accuracy • Throw safely and with understanding • Demonstrate good running technique in a competitive situation • Explore different footwork patterns • Understand which technique is most effective when jumping for distance • Utilise all the skills learned in this unit in a competitive situation **Fitness: Gymfit Circuits** • Understand that a fitness circuit can be sport-specific • Complete a hockey-based circuit with understanding and accuracy • Complete a netball/basketball circuit with understanding and accuracy • Complete a football-based circuit with accuracy and understanding • Complete a cricket-based circuit with accuracy and understanding • Complete an athletics-based circuit with control and accuracy	and to know when each is appropriate • Use ABC (agility, balance, co-ordination) to field a ball well • Use ABC to move into good positions for catching and apply it in a game situation • Use hand-eye co-ordination to strike a moving and a stationary ball • Develop fielding skills and understand their importance when playing a game • Play in a competitive situation, and to demonstrate sporting behaviour **Fitness: Fitness Frenzy** • Complete a circuit that includes different aerobic activities • Perform a boxercise routine with precision • Develop co-ordination and balance • Complete an athletics-based circuit with control and accuracy • Develop cool core moves using balance techniques • Perform a sequence of moves at each station within a circuit with increased accuracy
Music	**Environment** *(Year 3 topic)* • Selecting descriptive sounds to accompany a poem	**Poetry** *(Year 3 topic)* • Enhancing and extending the performance of a poem using vocal patterns	**In the past** *(Year 3 topic)* • Understanding pitch • Learning to read simple pitch notation	**Food and Drink** *(Year 3 topic)* • Exploring simple accompaniments using beat and rhythm patterns	**Building** *(Year 3 topic)* • Understanding how music can be organised in sequences	**Human Body** *(Year 3 topic)* • Understanding call and response structure • Performing word rhythms

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	• Creating a musical re-telling of a poem • Singing in two-part harmony • Accompanying a song with a melodic ostinato • Exploring timbre to create a descriptive piece of music • Learning about ternary form • Singing a song with expression • Developing the lyrics of a song • Choosing timbre to make an accompaniment • Combining chants and sound pictures in a class performance in rondo structure **Sounds** *(Year 4 topic)* • Learning about classifying instruments by the way sounds are produced • Learning some simple beatboxing sounds • Singing a song and adding beatboxing sounds • Learning about aerophones • Learning to sing partner songs • Learning about classifying instruments by the way sounds are produced • Exploring the combined expressive effects of different instrument groups	• Creating a piece of 'playground music' out of layered vocal patterns as part of a performance piece • Exploring contrasting moods and effects as part of a performance • Combining two rhythmic patterns using body percussion and percussion instruments as part of a performance piece **Communication** *(Year 4 topic)* • Copying rhythms and a short melody • Playing ostinati and layering them in a performance • Using music to communicate a meaning • Composing a rap • Playing ostinati and layering them in a performance	• Understanding and using pitch notations • Reading simple rhythm notation • Learning a Tudor dance **Time** *(Year 4 topic)* • Identifying the metre of a new song • Singing in three independent parts • Playing and singing repeated patterns (ostinati) from notation • Identifying metre in a piece of music • Understanding syncopation and using off-beat rhythms in improvisation • Combining independent parts in more than one metre • Identifying how a well-known story has been told in music • Creating music which tells a story	• Using a score and combining sounds to create different musical textures **Ancient Worlds** *(Year 4 topic)* • Learning a verse and chorus song • Understanding that melodies have phrases • Exploring layers and layering Comparing and contrasting structure Understanding layers in musical structure • Identifying key features of minimalist structure • Playing in groups • Combining sections of music in a layered structure • Rehearsing and preparing for a performance	• Using voices and actions to perform simple rhythms within a steady beat • Understanding how music can be organised in layers • Combining rhythms in layers • Creating music using children's own ideas • Making choices about musical structure **China** *(Year 3 topic)* • Understanding the pentatonic scale • Using graphic notation with the pentatonic scale • Understanding pitch through composing, notating and reading graphic notation • Performing a pentatonic song with tuned and untuned accompaniment • Playing in steps using graphic notation	• Exploring sounds **Singing Spanish** *(Year 4 topic)* • Singing in groups • Creating descriptive music • Singing in a minor key in groups • Developing descriptive song accompaniments • Singing in two parts with accompaniment • Performing repeating rhythms • Combining tuned percussion, untuned percussion and singing
Italian	• Greet someone you know (well and/or formally) • Give some information about yourself • Learn some personal pronouns • Learn the sequence of numbers up to 100	• know the names of meals and a wider range of foods and drinks • Describe what you are eating using suitable adjectives	• Retell an Italian traditional story –La Befana and ask/answer questions about the story. Know the traditions that go with the celebration	• Know the stories of the Commedia Dell'Arte characters and where in Italy they come from • Use adjectives to describe the characters	• Consolidate the names of vehicles and to learn the names of vehicle parts • Say sentences about vehicles using verbs, adjectives and pronouns	• Understand the differences between holidays taken in different locations • Hold simple conversations related to holidays • Learn about living and working in the city

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	• Learn a range of colours including shades and metallic • Learn the people in the family • Use "c`e`, e`, fa • Learn the different types of weather. • Know time vocabulary such as yesterday, today and tomorrow • Ask and respond to questions about the weather	• Be able to order food and ask questions about food in a restaurant • Introduce the definite article IL , LA . LE, GLI ,LO, l • Learn vocabulary related to going shopping in the supermarket and be able to ask for things • Use money and give change (Euros) • Learn a Christmas song • Make a Christmas card and write a Christmas message to the family • Recall many of the Christmas characters • Understand an Italian tradition – Immacolata Concezione (Immaculate Conception)	• Revise names of animals and make sentences in Italian using knowledge of animals • Learn parts of the body and adjectives to describe • Know the names of some clothing and adjectives to describe the items of clothing • Revise colours and numbers • Know the present tense for some verbs	• Know some of the things Italians do to celebrate Carnevale • Learn a song for Carnevale • Know the names of some of the rooms and furniture inside a house • Use adjectives and prepositions to describe the position of furniture in a house • Learn about different types of housing • Understand Father's Day traditions in Italy and discuss differences between English and Italian Father's Day traditions	• Make Mother's Day cards and write a poem in Italian • Understand Mother's Day traditions in Italy • Learn to tell the time using quarter past and quarter to the hour • Learn phrases related to time e.g. early, late, on time, delayed, cancelled etc. and to use these phrases in simple sentences	• Learn city vocabulary e.g. port, train station, airport, funicolare, tram, autobus, metropolitana • Be able to talk of different jobs • Learn vocabulary related to insects included words linked to habitats and food • Consolidate vocabulary linked to what has been learnt this year
Occupations	Farmer, potter, metal worker, blacksmith, archaeologist, stonemason, National Trust, tool maker, baker		Archaeologist, astronomer, research assistant, historian, anthropologist, museum curator, linguist		Archaeologist, architect, geologist, volcanologist, scientist, seismologist, oceanographer, palaeontologist	
SMSC and FBV	**Throughout BFS Naples children will explore SMSC and FBV through a range of experiences: SEE APPENDIX A**					
Cultural Capital	We plan carefully to ensure that there is a wide range of experiences available to each and every child to enhance their Cultural Capital each year. Some aspects of Cultural Capital are covered within the curriculum, others are covered in assembly and some are through planned activities such as educational visits or residentials. (see cultural capital statement – Appendix B)					
Key Topic vocabulary	AD, arable farming, archaeologist, ard, arrowhead, artefact, axe, barley, , BC, BCE, Beaker folk, Bell Beaker pottery, blacksmith, bronze, Bronze Age, burial site, cave art, CE, Celt, century, chariot, chief, conflict, copper, craftsmen, crop, cursus, era, flint, forge, glacial period, god, goddess, grind, hammer and chisel, hammerstone, hand axe, harpoon, harvest, henge, hillfort, Homo erectus, Homo heidelbergensis, Homo sapiens, hunter-gatherer, hunt, Ice Age, interglacial period, invention, iron, Iron Age, knap, lintel, long barrow, loom, Mesolithic, metal, metallurgy, metalworker, microlith, migration, monument, Neanderthal,		Afterlife, ancient Egypt, ancient Sumer, archaeologist, archaeology, artefact, astronomy, bronze, canal, canopic jar, city state, civilisation, cuneiform, drought, emperor, empire, famine, Fertile Crescent, floodplain, granary, hieroglyph, Indus Valley, infrastructure, innovation, inscribe, invention, irrigation, ivory, lapis lazuli, leisure, lugal, merchant, Mesopotamia, military, monument, mortuary, temple, mosaic, mummification, necropolis, noble, nomad, nutrition, organised religion, papyrus, patron, god, pectoral, pharaoh, plough, port, potter's wheel, pyramid, rampart, sarcophagus, scribe, seal, sewerage system, shaduf, shrine, sickle, silt, social hierarchy, society, specialisation,		Accommodation, active, affect, aftershock, alert, archaeology, architecture, ash, cloud, cardinal point, cause, cinder, cinder cone volcano, clay soil, climate, column, compact, compass, composite volcano, composition, continent, continental crust, continental drift, convergent, country, crater, crust, crystal, crystallisation, dangerous, debris, decay, degree, destruction, dinosaur, divergent, dormant, Earth, earthquake, effusive, energy, epicentre, equator, erosion, eruption, evacuation, excavation, expedition, explosive, extinct, extrusive, flood, food chain, fossil, fossilisation, function, gas, geology, igneous, impermeable, inner core, inspiration, intercardinal point, intrusive, landscape, latitude,

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<table>
<tr><td></td><td colspan="2">Neolithic, nomadic, ore, otherworld, Palaeolithic, pastoral farming, period, plough, pottery, prehistory, primary source, quern, radiocarbon dating, rampart, ritual, roundhouse, sacrifice, sarsen stone, seasonal camp, secondary source, settlement, shelter, sickle, sinew, Skara Brae, smelt, society, standing stone, Stone Age, stone circle, Stonehenge, summer solstice, tin, tool, torc, trade, tranchet adze, tribe, trilithon, tunic, warrior, wattle and daub, wheat, winter solstice, woolly mammoth, worship</td><td colspan="2">stylus, surplus, tablet, tax, temple, vizier, wheeled chariot, ziggurat</td><td colspan="2">lava, lava dome, legacy, longitude, magma, magma chamber, magnitude, mantle, metamorphic, mineral, molten, Mount Vesuvius, mountain range, natural habitat, natural resource, oceanic crust, organic, outer core, palaeontology, Pangaea, permeable, plaster cast, Pompeii, prehistoric, preserved, pressure, primary source, prime meridian, provenance, pumice stone, pyroclastic flow, region, remains, rescue, Richter scale, Ring of Fire, rock, ruins, safety, sandy soil, sanitation, secondary source, sediment, sedimentary, seismic wave, semi-molten, volcano, short-term, silty soil, specimen, stratovolcano, subsoil, summit, supercontinent, superheated, surge survival, tectonic plate, temperature, tremor, tsunami, vent, victim, volcano, volcanology</td></tr>
<tr><td>Learning Behaviours</td><td>Motivated Bee
I am an active and motivated learner.
 
Italian Bee
I take pride in my work.
I am enthusiastic about learning.
I can stay on task.
I am ready and want to learn.
I want to get involved.</td><td>Collaborative Dolphin
We can work well together.
 
Striped Dolphin
We can share my ideas and opinions with others.
We respect and value everyone’s ideas.
We listen and respond positively to the ideas of others.
We work responsibly as part of a team.</td><td>Resilient Turtle
I never, never, never give up!
 
Sicilian Pond Turtle
I know it’s ok to get things wrong.
I will learn from my mistakes.
I can take risks and I’m willing to try new things.
I will challenge myself.
If I make a mistake, I will stay strong and try again.</td><td>Organised Owl
I am ready to learn
 
Little Owl
I will bring what I need from home to learn for the day.
I will make sure that I have the resources I need to learn.
I will help others to keep the class and school tidy and clean.
I will take responsibility for my work.</td><td>Reflective Squirrel
I can improve my work and learning.
 
Red Squirrel
I can always improve.
I can identify how to make improvements.
I have high expectations of myself.
I can learn from others.
I can be creative in my thinking.
I can make links in my learning.</td><td>Independent Bear
I can be independent in my learning.
 
Marsican Brown Bear
I can help myself.
I find ways to solve the problem.
I know when and who to ask for help when I need it
I can think of new ways to do things.
I take responsibility for my learning.</td></tr>
</table>

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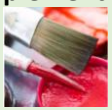
<table>
<tr><th>CYCLE B</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Driver Project</td><td colspan="2">Emperors and Empires
 
(History)</td><td colspan="2">Invasion
 
(History)</td><td colspan="2">Misty Mountain, Winding River
 
(Geography)</td></tr>
<tr><td rowspan="3">Companion Projects to allow full coverage of Art and Design, DT and Geography</td><td>Beautiful Botanicals
 
(Art)</td><td>Mosaic Masters
 
(Art)</td><td>Contrast and Complement – Y4
 
(Art)</td><td>Islamic Art
 
(Art)</td><td>Vista
 
(Art)</td><td>Animal
 
(Art)</td></tr>
<tr><td colspan="2">Green House
 
(DT)</td><td colspan="2">Functional and Fancy Fabrics
 
(DT)</td><td colspan="2">Fresh Food, Good Food
 
(DT)</td></tr>
<tr><td colspan="2">Interconnected World
 
(Geography)</td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td>Enrichment ideas and key events</td><td colspan="2">Pompeii/Herculaneum/ Oplontis/Baia/Pozzuoli
Mosaic Workshop - Pozzuoli
STEM Week – Term 1.1
Nativity – Term 1.2</td><td colspan="2">Science Museum
Online Workshops – Viking School Visits – Marvellous History
World Book Day
Enterprise Easter Fair – Term 2.2</td><td colspan="2">River visit
Valle delle Ferriere Nature Reserve
Local Agritourism
Arts Week – Term 3.2
Sports Day Term – 3.1</td></tr>
</table>

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Suggested Class reader	*Roman Tales: The Goose Guards by Terry Deary*	*The Saga of Erik the Viking by Terry Jones*		King of the Cloud Forests by Michael Morpurgo	
Literacy:	**Planning for Literacy is taken from Devon Education Services Book Write Schemes. Please see English Writing Overview.**				
Phonics and Spelling	In Key Stage 2 most children will be following Read Write Inc spelling at the level appropriate to them. Read Write Inc. spelling is for children in Years 2 to 6 who have completed Read Write Inc. Phonics and for children who have met the English National Curriculum expectations for reading in Year 2. The spelling programme builds upon teaching strategies and spelling activities from Read Write Inc. Phonics. And is organised in daily, 15-minute well-paced lessons. Direct teaching underpins the programme. Spelling is taught cumulatively and systematically, with deliberate, focused practice.				
Maths:	**White Rose Maths – Scheme of Learning Mixed Age Year 3/4**				
	Year 3: • **Place Value** – counting, representing numbers, finding more or less, comparing and ordering • **Addition and Subtraction** – adding and subtracting multiples, adding 3-digit numbers, subtracting from a 3-digit number, estimating and checking • **Multiplication and Division** – 3, 4 and 8 x; equal groupings, comparing and applying **Year 4:** • **Place Value** – roman numerals, rounding, negative numbers • **Addition and Subtraction** – adding and subtracting multiples, adding 4-digit numbers, subtracting from a 4-digit number, estimating and checking • **Multiplication and Division**– Multiplication facts to 12 x 12; multiplying and dividing by 0,1,10 and 100; factors; comparing and applying	**Year 3:** • **Multiplication and Division** – written methods of multiplying, written methods of dividing, scaling, correspondence • **Length, Perimeter and Area** – measuring length, equivalent lengths, adding and subtracting lengths, perimeter • **Fractions** – recognising fractions, equivalent fractions, comparing and ordering fractions, fractions of an amount, adding and subtracting fractions • **Mass and Capacity –** tenths, measuring and comparing mass, adding and subtracting mass, measuring and comparing capacity, adding and subtracting capacity **Year 4:** • **Multiplication and Division** – written methods of multiplying, written methods of dividing, correspondence • **Length, Perimeter and Area** – equivalent lengths, perimeter, area • **Fractions**– recognising fractions, equivalent fractions, comparing and ordering fractions, fractions of an amount, adding and subtracting fractions • **Decimals –** tenths, hundredths, dividing a 1 or 2-digit number by 10, dividing a 1 or 2-digit number by 100 •		**Year 3:** • **Decimals** – writing and comparing money, calculating money • **Time** – converting time, analogue time, digital time, finding and comparing durations • **Statistics** – pictograms, bar charts, tables • **Properties of Shape –** angles, lines, 2D shapes, 3D shapes **Year 4:** • **Decimals** – comparing and ordering decimals, rounding decimals, halves and quarters, writing and comparing money, estimating money, calculating money • **Time** – comparing time, digital time • **Statistics**– bar charts, line graphs • **Position and Direction –** angles, symmetry, coordinates	
Science	**<u>Plant Nutrition and Reproduction</u>** This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants	**<u>Grouping and Classifying</u>** This project teaches children about grouping living things,	**<u>Light and Shadows</u>** This project teaches children about light and dark. They	**<u>States of Matter</u>** This project teaches children about solids, liquids and gases	**As part of Misty Mountain, Winding River**

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	and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction. **PoS:** • Ask relevant questions and using different types of scientific enquiries to answer them. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • 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. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Investigate the way in which water is transported within plants. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Set up simple practical enquiries, comparative and fair tests. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings	known as classification. They study the animal and plant kingdoms and use and create classification keys to identify living things. **PoS:** • Ask relevant questions and using different types of scientific enquiries to answer them. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Recognise that living things can be grouped in a variety of ways. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored. **PoS:** • Ask relevant questions and using different types of scientific enquiries to answer them. • Find patterns in the way that the size of shadows change. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object.	and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes. **PoS:** • Compare and group materials together, according to whether they are solids, liquids or gases. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Water cycle; Habitats; Changing environments **PoS:** • Materials Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Recognise that environments can change and that this can sometimes pose dangers to living things. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Set up simple practical enquiries, comparative and fair tests. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings.

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		• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings.	• Recognise that they need light in order to see things and that dark is the absence of light. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Set up simple practical enquiries, comparative and fair tests. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings.	• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Set up simple practical enquiries, comparative and fair tests. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings.	
History	**<u>Emperors and Empires</u>** This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain. **PoS:** • Conduct a local history study. • Learn about the Roman Empire and its impact on Britain. • **Breadth** Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • **Breadth** Understand historical concepts such as continuity and change, cause and consequence,	**<u>Invasion</u>** This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest. **PoS:** • Learn about Britain's settlement by Anglo-Saxons and Scots. • Learn about the Roman Empire and its impact on Britain. • Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • **Breadth** Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • **Breadth** Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international		**No history this term**	

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	similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • **Breadth** Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • **Breadth** Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • **Breadth** Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	
Geography	**Interconnected World** This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions. **PoS:** • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • 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.	**As part of Invasion** **PoS:** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Misty Mountain, Winding River** This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them. **PoS:** • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • 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. • 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. • 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.

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	• 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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.				• 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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.	
Art and Design	**Beautiful Botanicals** This project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit. **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.	**Mosaic Masters** This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile. **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.	**Contrast and Complement (Y4)** This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork. **PoS**: • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.	**Islamic Art** This project teaches children about the features of Islamic art. They make geometric patterns and motifs on paper, with fabric and in clay. They use their learning to create a high relief clay tile, decorated with geometric patterns. **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.	**Vista** This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere. **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.	**Animal** This project teaches children about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling. **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.

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<table>
<tr><td>Design Technology</td><td colspan="2"><u>Greenhouse</u>
This project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse.
PoS:
• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
• Investigate and analyse a range of existing products.
• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
• Understand how key events and individuals in design and technology have helped shape the world.
• 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.</td><td colspan="2"><u>Fresh Food, Good Food</u>
This project teaches children about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.
PoS:
• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
• Investigate and analyse a range of existing products.
• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
• Understand and apply the principles of a healthy and varied diet.
• Understand how key events and individuals in design and technology have helped shape the world.
• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
• 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.</td><td colspan="2"><u>Functional and Fancy Fabrics</u>
This project teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.
PoS:
• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
• Investigate and analyse a range of existing products.
• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
• Understand how key events and individuals in design and technology have helped shape the world.
• 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.</td></tr>
<tr><td>Computing</td><td>Video – iMovie Audio Descriptions
Outcomes:
• Sequence clips of mixed media in a timeline and record a voiceover</td><td>Programming – Makey Makes Games Controllers
Outcomes:
• Use abstraction to focus on what's important in a design
• Write more precise algorithms for use when programming
• Use repetition in programs
• Use simple selection in programs</td><td>Data Handling – Story Graphs
Outcomes:
• create a sorting diagram and complete a data handling activity with it using images and text
• Create a feelings chart exploring a story or character's feelings</td><td>Sound – Movie Soundtrack
Outcomes:
• Edit sound effects for a purpose
• Compose a soundtrack that can be added to a film project
• Add music and sound effects to films</td><td>Computer Networks – Network Explorer
Outcomes:
• Understand that the computers in a school are connected together in a network
• Understand why computers are networked</td><td>Presentation – Creating an AR Scene
Outcomes:
• Order images to create a simple storyboard
• Sequence a series of pictures to explain understanding of a topic
• Select images and record a voiceover</td></tr>
</table>

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		• Work with a variety of inputs and outputs • Use logical reasoning to systematically detect and correct errors in programs				• Use a paint/drawing app to create a digital image • Critically evaluate work and suggest improvements • Explain how I am developing an online reputation which will allow other people to form an opinion of me • Describe some simple ways that help build a positive online **reputation**
E-Safety through PSHE	Elements of e-safety are also taught through Jigsaw PSHE. The Jigsaw framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long-term behaviours. **Relationships** Children learn and rehearse using strategies for keeping themselves safe online; they also learn who to ask for help if they are worried or concerned about anything online					
RE:	**What does it mean to be Britain in Hindu today?** • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life • Describe some ways in which Hindus express their faith through puja, aarti and bhajans • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others	**Why are festivals important to religious communities?** • Make connections between stories, symbols and beliefs with what happens in at least two festivals • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) • Identify similarities and differences in the way festivals are celebrated within and between religions • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives	**Why do people pray?** • Describe the practice of prayer in the religions studied • Make connections between what people believe about prayer and what they do when they pray • Describe ways in which prayer can comfort and challenge believers • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray	**Why do some people think that life is a journey?** • Suggest why some people see life as a journey and identify some of the key milestones on this journey • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief	

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PSHE Jigsaw Year 4	**Being Me in My World** • Know our attitudes and actions make a difference to the class team • Know how good it feels to be included in a group and understand how it feels to be excluded • Understand who is in our school community, the roles they play and how we each fit in • Take on a role in a group, contribute to the overall outcome and understand how groups come together to make decisions • Understand how democracy works through the School Council and explain how democracy and having a voice benefits the school community • Understand how rewards and consequences motivate people's behaviour	**Celebrating Differences** • Try to accept people for who they are and understand that, sometimes, we make assumptions based on what people look like • Understand what influences us to make assumptions based on how people look • Know that sometimes bullying is hard to spot and know what to do if we think it is going on but we are not sure • Explain why witnesses sometimes join in with bullying and sometimes don't tell • Identify what is special about each of us and value the ways in which we are unique • Discuss times when we our first impression of someone changed when we got to know them • Explain why it is good to accept people for who they are	**Dreams and Goals** • Share our hopes and dreams • Understand that sometimes hopes and dreams do not come true and that this can hurt • Know that reflecting on positive and happy experiences can help us to counteract disappointment • Know how to make a new plan and set new goals even if we have been disappointed • Know what it means to be resilient and to have a positive attitude • Know how to work out the steps to take to achieve a goal, and do this successfully as part of a group • Identify the contributions we each make to the group's achievement	**Healthy Me** • Recognise how different friendship groups are formed, how we fit into them and the friends we value the most • Understand group dynamics and that there are people who take on the roles of leaders or followers in a group • Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke • Recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure • Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol • Recognise when people are putting us under pressure and explain ways to resist this	**Relationships** • Recognise situations which can cause jealousy in relationships, identify feelings associated with jealousy and suggest strategies to problem-solve when this happens • Identify someone we love and express why they are special • Know how most people feel when they lose someone or something they love • Talk about someone we know that we no longer see and understand that we can remember people even if we no longer see them • Recognise how friendships change, know how to make new friends and how to manage when we fall out with friends • Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when we are older • Understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend • Know how to show love and appreciation to the people and animals who are special to me	**Changing Me** • Understand that some personal characteristics have come from birth parents and that this happens because I am made from the joining of their egg and sperm • Correctly label the internal and external parts of male and female bodies that are necessary for making a baby • Understand that having a baby is a personal choice and can express how I feel about having children when I am an adult • Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • Have strategies to help me cope with the physical and emotional changes I experienced during puberty • Know how the circle of change works and can apply it to changes I want to make in my life • Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • Identify what I am looking forward to when I move to a new class

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PE *(Rising Stars Champions Year 3)*	**Sport: Mighty Movers (Running)** • Explore running at different speeds • Work as a team in a running situation • Understand the value of a running-based circuit and the impact it can have on health • Improve fitness by raising the heart rate **Fitness: Fitness Frenzy** • Complete an agility and co-ordination circuit, spending 30 seconds at each station • Improve fitness by raising the heart rate in a circuit-based lesson • Develop skipping techniques with control and balance • Evaluate my performance of gymnastic moves within a circuit • Improve core strength and agility, and understand why they are important • Perform a sequence of moves at each station within a circuit with increased accuracy	**Sport: Throwing and Catching (Fielding Games)** • Consolidate and develop a range of skills in striking and fielding • Develop and investigate different ways of throwing and to know when it is appropriate to use them • Practise the correct technique for catching a ball and use it in a game • Practise the correct batting technique and use it in a game situation • Practise the correct technique for fielding and use it in a game situation • Strike the ball for distance • Know how to play a striking and fielding game competitively and fairly **Fitness: Cool Core (Strength)** • Improve core strength and agility, and understand why they are important	**Sport: Multi-Skills** • Change and maintain centre of balance • Develop co-ordination whilst moving an object • Demonstrate agility by being able to twist and turn and change direction • Practise co-ordination and moving with others **Fitness: Groovy Gymnastics** • Explore jumping techniques and link them with other gymnastic actions • Select and adapt gymnastics actions to meet the task • Work with a partner or a small group to create a sequence that develops jumping skills • Improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music	**Sport: Brilliant Ball Skills** • Be aware of others when playing games • Choose the correct skills to meet a challenge • Perform a range of actions, maintaining control of the ball • Perform a range of catching and gathering skills with control • Master the basic catching technique • Catch with increasing control and accuracy • Master the basic throwing technique • Throw and hit a ball in different ways • Apply skills and tactics in small-sided games • Identify and follow the rules of games • Choose and use simple tactics to suit different situations • React to situations in ways that make it difficult for opponents to win **Fitness: Gymfit Circuits** • Identify techniques to improve balance • Practise a range of gymnastic skills through a series of circuits and with increased accuracy • Perform a sequence of moves at each station within a circuit with increased accuracy • Evaluate my performance of gymnastic moves within a circuit.	**Sport: Active Athletics** • Run in different directions and at different speeds, using a good technique • Improve throwing technique • Reinforce jumping techniques • Understand the relay and passing the baton • Choose and understand appropriate running techniques • Compete in a mini-competition, recording scores **Fitness: African Dance** • Explore African dance movements and create patterns of movement • Work with a partner to create African dance patterns • Perform a dance with rhythm and expression • Use knowledge of African dance to create a story in small groups • Develop precision of movement • Perform in front of others with confidence	**Sport: Skip to the Beat** • Develop skipping techniques with control and balance **Fitness: Boot Camp** • Understand how to prepare the body for exercise • Understand what fitness means • Complete a range of circuit-based activities and understand the reason for doing them • Understand what happens to the heart rate during exercise

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Music	**Communication** *(Year 3 topic)* • Representing sounds with symbols • Using voices creatively and expressively • Creating and performing from a symbol score **Poetry** *(Year 4 topic)* • Looking at music notation with reference to metre and accent • Building an extended performance piece from a poem • Using canon and ostinati as accompaniments • Paying attention to notation, accent, diminuendo and balance • Using beatbox techniques to imitate the sound of a drum kit • Performing a rap with a vocal beatbox accompaniment • Performing a poem with rhythmic accuracy (choral speaking) • Devising a rhythmic accompaniment based on repeated text fragments • Balancing voices in a performance	**Time** *(Year 3 topic)* • Identifying the metre in a piece of music • Playing independent parts in more than one metre simultaneously • Identifying and performing an ostinato • Improvising to an ostinato accompaniment • Performing rhythmic ostinati individually and in combination • Layering rhythms • Recognising rhythm patterns in staff notation **Environment** *(Year 4 topic)* • Exploring how different timbres can be descriptive • Exploring combinations of different timbres to accompany a song • Learning how to accompany a song with drone and ostinato on tuned percussion • Exploring the descriptive music of two major composers • Composing an introduction for a song	**China** *(Year 3 topic)* • Understanding the pentatonic scale • Using graphic notation with the pentatonic scale • Understanding pitch through composing, notating and reading graphic notation • Performing a pentatonic song with tuned and untuned accompaniment • Exploring the pentatonic scale • Playing in steps using graphic notation **Singing French** *(Year 3 topic)* • Understanding pitch through melody • Developing a song • Understanding pitch through singing and playing a melody • Recognising pitch shapes • Reading notations to play a melody	**Sounds** *(Year 3 topic)* • Learning how sounds are produced and how instruments are classified • Learning about aerophones • Understanding musical conversation structure • Learning about idiophones • Developing an understanding of call and response • Learning about chordophones • Creating a call and response **In the past** *(Year 4 topic)* • Learning to play a Renaissance dance from notations • Composing a fanfare • Understanding simple musical structures • Learning a dance and playing music used for celebrations • Learning a 1960s pop song • Creating a performance	**Ancient Worlds** *(Year 3 topic)* • Exploring tuned and untuned percussion to create soothing, repetitive music based on ostinato • Singing a song and accompanying it with tuned percussion ostinato • Exploring musical phrases, melodic imitation and rounds • Performing a round in three parts • Arranging an accompaniment with attention to balance and musical effect **Building** *(Year 4 topic)* • Learning about verse and chorus song structure • Combining four body percussion ostinati as a song accompaniment • Understanding texture • Learning about layered structure in a rhythmic ostinato piece • Creating rhythmic ostinato • Accompanying a melody with a drone • Describing the structure of a piece of orchestral music • Reading a clock score to play a piece combining drone and melodic ostinato • Using rondo structure to build a performance	**Human Body** *(Year 3 topic)* • Understanding call and response structure • Performing word rhythms • Exploring sounds • Singing in two parts • Performing call and response structure • Understanding and performing binary form **Food and drink** *(Year 4 topic)* • Combining expressive use of the voice with physical movement • Responding to sound with visual signals • Performing sequences of sounds matched to visual sequences • Singing a call and response chant • Composing and playing sequences of word rhythms • Understanding and performing rondo structure • Learning a traditional West African call and response song • Learning to sing a verse and chorus song • Learning rhythmic and melodic accompaniments for a song and combining them in a performance
Italian	• Greet someone you know (well and/or formally) • Give some information about yourself • Learn some personal pronouns	• know the names of meals and a wider range of foods and drinks • Describe what you are eating using suitable adjectives	• Retell an Italian traditional story –La Befana and ask/answer questions about the story. Know the	• Know the stories of the Commedia Dell'Arte characters and where in Italy they come from	• Consolidate the names of vehicles and to learn the names of vehicle parts	• Understand the differences between holidays taken in different locations • Hold simple conversations related to holidays

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	• Learn the sequence of numbers up to 100 • Learn a range of colours including shades and metallic • Learn the people in the family • Use "c`e`, e`, fa • Learn the different types of weather. • Know time vocabulary such as yesterday, today and tomorrow • Ask and respond to questions about the weather	• Be able to order food and ask questions about food in a restaurant • Introduce the definite article IL , LA . LE, GLI ,LO, l • Learn vocabulary related to going shopping in the supermarket and be able to ask for things • Use money and give change (Euros) • Learn a Christmas song • Make a Christmas card and write a Christmas message to the family • Recall many of the Christmas characters • Understand an Italian tradition – Immacolata Concezione (Immaculate Conception)	traditions that go with the celebration • Revise names of animals and make sentences in Italian using knowledge of animals • Learn parts of the body and adjectives to describe • Know the names of some clothing and adjectives to describe the items of clothing • Revise colours and numbers • Know the present tense for some verbs	• Use adjectives to describe the characters • Know some of the things Italians do to celebrate Carnevale • Learn a song for Carnevale • Know the names of some of the rooms and furniture inside a house • Use adjectives and prepositions to describe the position of furniture in a house • Learn about different types of housing • Understand Father's Day traditions in Italy and discuss differences between English and Italian Father's Day traditions	• Say sentences about vehicles using verbs, adjectives and pronouns • Make Mother's Day cards and write a poem in Italian • Understand Mother's Day traditions in Italy • Learn to tell the time using quarter past and quarter to the hour • Learn phrases related to time e.g. early, late, on time, delayed, cancelled etc. and to use these phrases in simple sentences	• Learn about living and working in the city • Learn city vocabulary e.g. port, train station, airport, funicolare, tram, autobus, metropolitana • Be able to talk of different jobs • Learn vocabulary related to insects included words linked to habitats and food • Consolidate vocabulary linked to what has been learnt this year
Occupations	Military careers, historian, Modern day equivalent of occupations in Ancient Rome such as farmers, doctors, engineers, architects, teachers, shopkeepers, craftsmen, soldiers, sailors, fisherman, writers, poets, musicians, statesmen, bankers, traders, merchants, accountants, government officials including tax collectors, smiths, jewellers, construction workers etc.		Historian, archaeologist, modern day equivalent of occupations from these times e.g farmers, ploughmen, carters, shepherds, potters, leather workers, woodcutters, goldsmiths, wheelwrights, jewellery makers, artists, poets, clerics, academics etc.		Biologist, ecologist, fisheries scientist, geologist, occupations related to the Rivers Trust environmental consultant, mountain rescue, botanist, park ranger, occupations linked to tourism around rivers and mountains	
SMSC and FBV	**Throughout BFS Naples children will explore SMSC and FBV through a range of experiences:** **SEE APPENDIX A**					
Cultural Capital	We plan carefully to ensure that there is a wide range of experiences available to each and every child to enhance their Cultural Capital each year. Some aspects of Cultural Capital are covered within the curriculum, others are covered in assembly and some are through planned activities such as educational visits or residentials. (see cultural capital statement – Appendix B)					
Key vocabulary *(Topic Related)*	amphitheatre, aqueduct, artefact, auxiliary, barbarian, basilica, bath house, Boudicca, Britannia, Briton, Caledonia, cavalry, Celtic, centurion, century, Christianity, cohort, Colosseum, conquer, consul, contubernium, dictator, emperor, empire, equites, fortress, forum, general, governor, Hadrian's Wall, hierarchy, hypocaust, Iceni tribe, invasion, Julius Caesar, kingdom, legatus		Angle, Anglo-Saxon, archbishop, Battle of Hastings, Celt, Celtic, ceorl, Christianity, church, Danelaw, East Anglia, Essex, Great Heathen Army, heptarchy, hierarchy, invader, invasion, jarl, Invasion, Jorvik, Jute, karl, Kent, king, kingdom, longship, Mercia, monastery, monk, myth, mythology, Norman, Northumbria, Old		Altitude, Altitudinal Zone, Amazon River, anticline, association, atmosphere, avalanche, bog, boulder, cardinal point, channel, chemical fertiliser, climate, cloud, compass, condensation, coniferous, construction, contour line, country, crust, damage, deciduous, deforestation, delta, deposition, descend, dislodge, dome mountain, downstream, dredging, droplet, drought,	

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<table>
<tr><td></td><td colspan="2">legionis, legion, legionary, Londinium, mansion, pagan, patrician, Pax Romana, Pict, plebeian, rebellion, republic, Roman Empire, Romanise, Rome, senate, senator, signum, slave, villa</td><td colspan="2">English, pagan, Pict, raider, Saxon, Scandinavia, Scot, settlement, slave, Sussex, Sutton Hoo, thrall, thegn, trader, Viking</td><td colspan="2">elevation, environment, equipment, erosion, eruption, estuary, evacuation, evaporation, exercise, expedition, exposure, extreme weather, face-block mountain, fertile, flood, floodplain, fold mountain, forest, freshwater, gas, glacier, gorge, groundwater, gulley, habitat, hail, hazard, height, Hemisphere, high tide, hill, hill walking, Himalayas, human feature, hydroelectric power, ice, inner bank, intercardinal point, interlocking spurs, invasive species, irrigation, journey, lake, land pollution, landscape, landslide, lava, leisure, local, location, low tide, lower course, magma, meadow, meander, middle course, molten, Mount Everest, mountain, mountaineering, mouth, mudslide, national, natural resource, navigate, Nile, nutrient, ocean, ordnance survey map, organisation, outer bank, overpopulation, oxbow lake, oxygen, peak, physical feature, plate boundary, plateau, plateau mountain, plunge pool, precaution, precipitation, preparation, process, rapids, renewable energy, ridge, rill, risk, river, River Severn, River Thames, River Trent, riverbank, riverbed, rock, saltwater, satellite map, saturated, sea level, sediment, settlement, sleet, slope, snow, snow line, source, spring, stamina, state, storm, storm surge, stream, subtropical rainforest, summit, symmetrical, syncline, tectonic plate, temperature, terrain, topography, tourism, tourist information, transportation, tree line, tributaries, tundra, United Kingdom, upper course, upstream, valley, volcanic mountain, V-shaped valley, water cycle, water pollution, water vapour, waterfall, weather forecast, wetland, wildlife, world</td></tr>
<tr><td>Learning Behaviours</td><td>Motivated Bee
I am an active and motivated learner.
 
Italian Bee
I take pride in my work.
I am enthusiastic about learning.</td><td>Collaborative Dolphin
We can work well together.
 
Striped Dolphin
We can share my ideas and opinions with others.
We respect and value everyone’s ideas.</td><td>Resilient Turtle
I never, never, never give up!
 
Sicilian Pond Turtle
I know it’s ok to get things wrong.
I will learn from my mistakes.
I can take risks and I’m willing to try new things.</td><td>Organised Owl
I am ready to learn
 
Little Owl
I will bring what I need from home to learn for the day.</td><td>Reflective Squirrel
I can improve my work and learning.
 
Red Squirrel
I can always improve.
I can identify how to make improvements.</td><td>Independent Bear
I can be independent in my learning.
 
Marsican Brown Bear

I can help myself.</td></tr>
</table>

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	I can stay on task. I am ready and want to learn. I want to get involved.	We listen and respond positively to the ideas of others. We work responsibly as part of a team.	I will challenge myself. If I make a mistake, I will stay strong and try again.	I will make sure that I have the resources I need to learn. I will help others to keep the class and school tidy and clean. I will take responsibility for my work.	I have high expectations of myself. I can learn from others. I can be creative in my thinking. I can make links in my learning.	I find ways to solve the problem. I know when and who to ask for help when I need it I can think of new ways to do things. I take responsibility for my learning.

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Appendix A: SMSC (Spiritual, Moral, Social and Cultural development) and FBV (Fundamental British Values)

SMSC and FBV	**Throughout BFS Naples children will explore SMSC and FBV through a range of experiences for example (not an exhaustive list):**
	Spirituality: **The spiritual development of pupils is shown by their: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life; knowledge of, and respect for, different people's faiths, feelings and values; sense of enjoyment and fascination in learning about themselves, others and the world around them; use of imagination and creativity in their learning; willingness to reflect on their experiences (OFSTED 2019)** *Through English:* create writing that is inspired by nature and the world around them; express beliefs, feelings and emotions through talk and writing; write in response to first-hand experiences; read poetry and great works of fictions including tales, myths and legends; use and express their imaginations in reading, writing and speaking. *Through Maths:* explore pattern, number, shape, space and measure in the world around them; talk creatively using mathematical language; reflect on experiences using mathematical language. *Through Cornerstones:* explore chronology and their place in history; discover how past and present is interconnected; explore how beliefs and perspectives have changed over time; understand how people's beliefs have shaped their actions; have opportunities to visit a diverse range of geographical locations; develop a sense of 'awe' and 'wonder' about the world around them; reflect on world events such as hurricanes, earthquakes and other natural disasters; understand some of the differences in the way of life of other people and countries; explore art in the environment; make transient art using natural materials; explore emotions expressed in works of art; create images and artefacts that reflect a personal interpretation of the world around them; use sketchbooks to record ideas and feelings; express ideas, feelings and beliefs through artwork; reflect on ways in which products and inventions can improve the quality of their lives and the lives of others; develop a sense of curiosity through disassembly/deconstruction of products. *Through other curriculum areas:* explore how technology makes the world a smaller place by connecting people and places; find out how technology can connect us to the natural world and space and help to develop a sense of 'awe' and 'wonder'; use imagination and creativity to create music; listen to songs and music with a spiritual theme or message; express feelings, ideas and emotions through dance and music; explore aspects of religious beliefs; find out about beliefs and practices of those in the community; explore and develop own beliefs; find out about the Earth, space and the universe and their place in it; debate big questions such as 'evolution'; explore aspects of nature including seasons' *Through Jigsaw PSHE:* Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.*UK-3-11-SMSC-and-Emotional-Literacy-Mapping-document.pdf* **Moral: The moral development of pupils is shown by their: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England; understanding of the consequences of their behaviour and actions; interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues (OFSTED 2019)** *Through English:* discuss and explore a point of view through stories, poems and plays; explore stories and other texts that present moral issues; explore moral issues through reading, discussion, drama and role play; present an argument through talk and writing; use persuasion in writing. *Through Maths:* test and explain mathematical statements, problems or investigations; use probability to understand risk and real-life economics. *Through Cornerstones:* explore choices and consequences that affect social change; use drama, role play, stories and pictures, to develop a better understanding of how moral issues and decisions affected history; explain why they think the choices people made were right or wrong; understand how people have been treated unfairly in the past; find out about poverty and wealth of different countries; explore issues such as Fairtrade and why this is important; understand issues affecting our own local community; investigate conservation; investigate issues related to global warming; explore art that challenges moral and ethical beliefs; explore moral dilemmas created through technological advances; develop an awareness of how sustainable materials can positively impact their lives. *Through other curriculum areas:* explore sensitive issues linked to e-safety; discern between content found online and understand that sourced information can be incorrect and biased; explore what it means to be fair in competitive sport; follow rules to play games; explore the consequences of not playing fairly; explore rules and codes of behaviour in different religions; explore sensitive issues such as genetic modification. *Through Jigsaw PSHE:* Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.*UK-3-11-SMSC-and-Emotional-Literacy-Mapping-document.pdf*

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	Social: The social development of pupils is shown by their: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds; willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively; acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (OFSTED 2019) Learn and play in a range of groupings and pairings; participate in a range of social settings for example on visits; cooperate with others; explore ways of resolving conflict; take responsibility for carrying out small tasks; form positive relationships with other adults and children; listen to others in activities such as circle time or shared play *Through English:* debate and write about social issues; use non-fiction texts such as newspaper reports as a stimulus for writing or debate; read a range of fiction set in a range of social situations; create content aimed at a variety of audiences. *Through Maths:* explore maths in the real world; collaborate with others to solve mathematical problems; use group work as an opportunity to learn from others; work together to discuss, evaluate and improve their work. *Through Cornerstones:* take an active part in historical visits and workshops, collaborate with others; express opinions in discussions and respect the opinions of others; understand how laws and rules have changed over time to protect and improve life for different groups of people; investigate aspects of Italian history; explore cause and effect on people and communities of world events and natural disasters; learn about human geography of different communities and societies; explore maps to discover how people live and what resources they have; contribute to shared pieces of artwork; work with artists from within the community; exhibit artwork; explore how art has changed perceptions; share and choose appropriate ideas. *Through other curriculum areas:* use collaborative IT tools to work together and learn from others; find out about languages spoken in the local community; use Italian to communicate on trips and visits; participate in performances; work together to create group performances; co-operate with others in games, dance and outdoor and adventurous activities; enjoy competition against each other and themselves; visit places of worship and show respect for different beliefs and ways of life; explore inventions that have changed lives, such as flight, electricity and steam power. *Through Jigsaw PSHE:* Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.*UK-3-11-SMSC-and-Emotional-Literacy-Mapping-document.pdf* **Cultural: The cultural development of pupils is shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others; understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain; ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities; knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities (OFSTED 2019)** *Through English:* explore the origins of words and language; listen to, read and discuss resources such as stories that challenge stereotypes; take part in productions and performances; watch and take part in discussions about plays and films; read and listen to texts from a variety of different cultures; read traditional and cultural tales, myths and legends. *Through Maths:* investigate patterns from different cultures; explore other number systems from the past and around the world; have opportunities to explore mathematical methods and strategies used in other countries. *Through Cornerstones:* visit and find out about historical and heritage sites; visit museums and explore historical artefacts; find out about ancient civilisations from around the world; learn about conflict within different societies and the attempts that have been made to overcome them; investigate a range of geographical locations and how they have been shaped by the cultural background of the country; study artists from a range of genres; explore art from a range of cultures; participate in cultural events; create/taste a range of dishes from a variety of different cultures *Through other curriculum areas:* explore the digital divide in different cultures and parts of the world; use technology to learn about the lives and beliefs of other cultures; explore music from a range of different cultures and historical periods; find out how religions have influenced culture in different societies; find out about different scientists from around the world; *Through Jigsaw PSHE:* Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.*UK-3-11-SMSC-and-Emotional-Literacy-Mapping-document.pdf* **Democracy: A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.** Make independent choices or make choices with help; take part in votes for example, a favourite story, school council; take part in school and class debates; work collaboratively; question information and data and challenge assumptions;

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	Through Cornerstones children will: investigate how democracy and democratic decisions have influenced history; understand how and why democracy has failed; make decisions and come to conclusions using historical evidence; explore the consequences of decisions made by individuals or groups of people; investigate how the leaders of a country are chosen; *Through Jigsaw PSHE*: Jigsaw materials fully cover Fundamental British Values as part of a school's SMSC provision. UK-British-Values-in-Jigsaw-by-Lesson.pdf **Rule of Law**: **The need for rules to make a happy, safe and secure environment to live and work.** Follow class and school rules; explore what happens when rules are broken; use technology safely according to e-safety guidelines; report when they see or experience something online that is concerning; *Through Cornerstones children will:* find out how rules and laws have influenced or caused historical change; investigate the laws of different geographical locations and how they differ; explore the impact that laws have on the people living in different geographical locations; explore laws of copyright and intellectual property; *Through Jigsaw PSHE*: Jigsaw materials fully cover Fundamental British Values as part of a school's SMSC provision. UK-British-Values-in-Jigsaw-by-Lesson.pdf **Individual Liberty: Protection of your rights and the rights of others around you including being free to express views and ideas** Express their own ideas through art, music, play and conversations; give an opinion or share an idea about something important to them; choose books according to personal preference; write imaginatively; *Through Cornerstones children will:* explore how historical figures expressed their views and beliefs and how their beliefs influenced history; express their views on local issues; express an opinion about a work of art or genre; express thoughts and feelings through art; use a range of materials to express their ideas and make art; talk about their work and how they might improve or develop it; *Through Jigsaw PSHE*: Jigsaw materials fully cover Fundamental British Values as part of a school's SMSC provision. UK-British-Values-in-Jigsaw-by-Lesson.pdf **Tolerance and Respect**: **Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs and the ability to respect and tolerate the opinions and behaviours of others.** play cooperatively; work and play in different social groups; listen to others in activities such as circle time or during shared play; listen to the views of others in debates or discussions; read texts that challenge stereotypes; know how to, and when to, respond to others' views on social networking platforms *Through Cornerstones children will:* listen to and respect the views of others, and understand that a different view is equally valid; explore how prejudice and discrimination has influenced history and affected groups of people; discuss different cultures or beliefs and backgrounds and question misconceptions they have about them; create group pieces that involve conversation and discussion; learn about other cultures through traditional art; respond to the work of others; accept constructive feedback about their art from others; *Through Jigsaw PSHE*: Jigsaw materials fully cover Fundamental British Values as part of a school's SMSC provision. UK-British-Values-in-Jigsaw-by-Lesson.pdf

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Appendix B: Cultural Capital Statement

Every child and family who joins our setting will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work.

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work. Cultural capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

The National Curriculum states,' *It is the essential knowledge that pupils need in order to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'*

At British Forces School Naples, children benefit from a curriculum that builds on what they understand and know already as well as making the most of our unique setting and surroundings. Wherever possible, these activities are carefully planned to coincide with pupils' current learning, ensuring that coherent links are made and the knowledge acquired is memorable. In addition, we want to celebrate the uniqueness of us all and share our differences and individualism.

Some aspects of Cultural Capital are covered within the curriculum, others are covered in assemblies, through daily life in school and some are through planned activities such as educational visits, visitors to school or residentials. We building experiences and knowledge by immersing children in the world around them by thinking about people around the world; appreciating and loving music; understanding how history has shaped our future; celebrating different cultures, traditions and faiths; educational visits linked to our topics; learning about people in our community and having strong links with other schools in our community; having our say about our local area; planning and running whole school events such as Enterprise weeks; showcasing talents; learning beyond the classroom; supporting our local NATO and Host country community, Italian language lessons for all children and much more! Widening children's experiences as they progress through our school is an important step in providing rich and engaging learning across the curriculum in order to ensure that children become productive members of society.

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We also celebrate or take part in key events such as (not an exhaustive list):

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant Events:	Harvest World First Aid Day Roald Dahl's Birthday Black History Month World Teacher's Day Trafalgar Day STEM Week	Bonfire Night Remembrance Children in Need Christmas St Andrew's Day Road Safety Week Anti-bullying week	Epiphany Shrove Tuesday Carnevale/ Lent Chinese New Year Safer Internet Day RAK week	Easter World Book Day International Women's Day Red Nose Day Sport's Relief Common Wealth Day St David's Day St Patrick's Day Fair Trade fortnight – Feb Women's history month British Science Week Mother's Day Enterprise Week	Brit Fete International Children's' Festival St George's Day (23.04) VE Day D Day Sports Day World Environment Day	World Music Day Arts Week Healthy Eating Week Father's Day Armed Forces Day