



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Lent 1 2020 TEACHER: Mr King Teaching Assistant: Mrs Smith YEAR GROUP: 3
 TOPIC TITLE: The Stone Age BOOK FOCUS: Stig of the Dump



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	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
English Text Type	Fiction - Portal Stories	Fiction - Portal Stories	Fiction - Portal Stories	Non-fiction - Instructions	Non-fiction - Instructions	Non-fiction - Instructions
Reading Comprehension	Stig of the Dump - Chapter 1 (Fiction)	The Woolly Mammoth Information Text (Non-fiction)	"The Quarry" (Poetry)	How to wash your elephant (Non-fiction)	Stig of the Dump - Chapter (Fiction)	"Colossal Fossil" (Poetry)
Spelling, Punctuation and Grammar	Inverted commas for speech	Possessive apostrophes (plural)	Expressing cause with conjunctions, adverbs and prepositions	Nouns	Noun phrases	Fronted adverbials followed by a comma
Maths	Block 4 - Multiplication and Division	Block 4 - Multiplication and Division	Block 4 - Multiplication and Division	Block 5 - Measurement (Money)	Block 6 - Statistics	Block 6 - Statistics
Science Rocks and Soils	<u>National Curriculum Objective</u> Recognise that soils are made from rocks and organic matter	<u>National Curriculum Objective</u> Recognise that soils are made from rocks and organic matter	<u>National Curriculum Objective</u> Recognise that soils are made from rocks and organic matter	<u>National Curriculum Objective</u> Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	<u>National Curriculum Objective</u> Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	<u>National Curriculum Objective</u> Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> • Know the components of soil. • Know that soil is typically found in layers. • Measure carefully to add to scientific learning. • Present findings using written explanations and include diagrams when needed. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> • Know that there are different types of soil. • Carry out tests to investigate a question. • Set up a fair test with different variables. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> • Know the importance of the job of worms in the soil cycle. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> • Know what a fossil is. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> • Know where fossils have been found. • Know that fossils are source of historical knowledge. 	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> • Know the components of soil. • Know what a fossil is. • Know that there are different types of soil.
	<u>Activity</u> Make edible soil.	<u>Activity</u> Investigation into soil permeability.	<u>Activity</u> Make wormery	<u>Activity</u> Make gummy bread fossils.	<u>Activity</u> Study of Mary Anning and her impact on palaeontology.	<u>Activity</u> Soil and Fossils Team Quiz



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History The Stone Age to the Iron Age	<p>National Curriculum Objective</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>National Curriculum Objective</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p>	<p>National Curriculum Objective</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>National Curriculum Objective</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>National Curriculum Objective</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>National Curriculum Objective</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>
	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Know when the Stone Age, Bronze Age and Iron Age were in relation to Robin Hood and the birth of Jesus. • Know that the BC period is before the birth of Christ and that AD is after. • Use timelines to place events in order. • Understand that timeline can be divided into BC and AD. • Use historical vocabulary e.g. century, decade. • Use dates and terms with increasing accuracy. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Use evidence to describe the past and changes. • Describe similarities and differences between people, events and objects. • Know what is meant by 'hunter-gatherers'. • Know that during the Palaeolithic age (Old stone age) man hunted for birds and wild animals and gathered fruit and nut. • Know that during the Neolithic (towards the end of the stone age) humans formed settled communities and domesticated plants and animals for the first time in history. • Ask questions such as 'how did people? What did people do for?' 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Know that during the Neolithic (towards the end of the stone age) humans formed settled communities and domesticated plants and animals for the first time in history. • Know that Skara Brae is an archaeological site found in the Orkney Islands in Scotland which has a well-preserved Stone Age Village. • Know that Stonehenge is a famous stone age monument in Wiltshire. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Know that the Bronze Age was when humans first started using metals. • Know that tools changed over time and give reasons why. • Use evidence to describe the past and changes. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Know that the Iron Age was when tools and weapons became more advanced and were used for farming. • Ask questions such as 'how did people? What did people do for?' • Use evidence to describe the past and changes. • Know that tools changed over time and give reasons why. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Know how Britain changed between the beginning of the stone age and the iron age. • Know the main differences between the stone, bronze and iron ages. • Use evidence to find out how any of these may have changed during a time period. • Describe similarities and differences between people, events and objects. • Show changes on a timeline. • Suggest sources of evidence to use to help answer questions. • Present findings about past using speaking, writing, computing and drawing skills. • Use dates and terms with increasing accuracy.



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			<ul style="list-style-type: none"> • Ask questions such as 'how did people? What did people do for?' • Know that housing changed and settlements developed over time and give reasons why. 			
	<p>Activity Construct a timeline from the Stone Age to the modern day.</p>	<p>Activity Hunter-gatherers</p>	<p>Activity Skara Brae and Stonehenge</p>	<p>Activity Changes in the Bronze Age</p>	<p>Activity Changes in the Iron Age</p>	<p>Activity Comparison of the Stone, Bronze and Iron Ages</p>
	<p>National Curriculum Objective To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>National Curriculum Objective To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>National Curriculum Objective To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>National Curriculum Objective To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>National Curriculum Objective To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>National Curriculum Objective To create sketch books to record their observations and use them to review and revisit ideas.</p>
<p>Art Stone Age Cave Artwork</p>	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists working in different times and cultures. • Know how prehistoric people drew. • Know what prehistoric people used to draw with. • Know that historical art usually portrayed events from the period. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Know that historical art usually portrayed events from the period. • Know why cave art has been preserved. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Know that historical art usually portrayed events from the period. • Experiment with ways in which surface detail can be added to drawings. • Make marks and lines with a wide range of drawing implements e.g. charcoal, 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Know how to use marks and lines to show texture in art. • Know that the texture of a surface can affect the ability to draw on it. • Experiment with ways in which surface detail can be added to drawings. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Know how to use marks and lines to show texture in art. • Know that the texture of a surface can affect the ability to draw on it. • Experiment with ways in which surface detail can be added to drawings. • Make marks and lines with a 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists working in different times and cultures. • Know how to identify the techniques used by different artists. • Know how to compare the work of different artists. • Recognise when art is from



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	<ul style="list-style-type: none"> Know how to compare the work of different artists. 		pencil, crayon, chalk pastels, pens etc. <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to create lines and marks. 	<ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. 	wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	different historical periods.
	<p>Activity Analysis of cave paintings.</p>	<p>Activity Plan a story of the cave art.</p>	<p>Activity Group cave art with pastels showing story sequence</p>	<p>Activity Cave paintings under tables on different textures, incl. sand paper</p>	<p>Activity Bronze Age impression artwork</p>	<p>Activity Group presentations of cave art</p>
Computing E-safety (Gaming)	<p>National Curriculum Objective Use technology safely, respectfully and responsibly.</p>	<p>National Curriculum Objective Use technology safely, respectfully and responsibly.</p>	<p>National Curriculum Objective Use technology safely, respectfully and responsibly.</p>	<p>National Curriculum Objective Identify a range of ways to report concerns about content and contact.</p>	<p>National Curriculum Objective Identify a range of ways to report concerns about content and contact.</p>	<p>National Curriculum Objective Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
	<p>Skills and Knowledge <ul style="list-style-type: none"> Recognise unsafe behaviour online. Know how to be a responsible digital citizen. </p>	<p>Skills and Knowledge <ul style="list-style-type: none"> Recognise age limits on games. Identify which games are suitable and safe for me to play. </p>	<p>Skills and Knowledge <ul style="list-style-type: none"> Understand what computer networks do and how they provide multiple services Recognise unsafe behaviour online. </p>	<p>Skills and Knowledge <ul style="list-style-type: none"> Know different ways they can get help, if concerned. Know how to be a responsible digital citizen. </p>	<p>Skills and Knowledge <ul style="list-style-type: none"> Know different ways they can get help, if concerned. Know how to be a responsible digital citizen. </p>	<p>Skills and Knowledge <ul style="list-style-type: none"> Recognise unsafe behaviour online. Know how to be a responsible digital citizen. </p>



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		<ul style="list-style-type: none"> Know age ratings for some games. 	<ul style="list-style-type: none"> Know that not everyone is who they say they are. Know that information about chats, messages etc is stored online. 			
	<p>Activity Explain how long is acceptable to play for.</p>	<p>Activity Sort games based on age limits.</p>	<p>Activity Analyse dangers in online conversations</p>	<p>Activity Research different ways to report concerns.</p>	<p>Activity Advise as an Agony Aunt on how to deal with a concern.</p>	<p>Activity Team quiz on staying safe in online gaming.</p>
	<p>National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>National Curriculum Objective Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>
PE Basketball	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know how to use my fingertips when dribbling. Change direction whilst dribbling the ball. Know the key rules of basketball. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know how to use space to support team mates. Pass the ball accurately with my teammates. Know the key rules of basketball. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know how many points each basket scored is worth. Know the key rules of basketball. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know how to close down space to make it harder for the opposition. Know the key rules of basketball. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know the key rules of basketball. Know how to play fairly. Know how many points each basket scored is worth. 	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know the key rules of basketball. Know how to play fairly. Know how many points each basket scored is worth.
	<p>Activity Dribbling a basketball.</p>	<p>Activity Chest and bounce passes.</p>	<p>Activity Shooting.</p>	<p>Activity Defending.</p>	<p>Activity Application in games and performance analysis.</p>	<p>Activity Application in mini tournament.</p>
	Journeys - Explore	Journeys - LF3	Journeys - LF4	Journeys - LF6	Sharing & Listening - Explore	Sharing & Listening - LF1



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RE Journeys Sharing & Listening	Chart high points of the calendar year	Description of St. Patrick's Day and the signs and symbols used (Extended write)	Description of the Assumption of Mary (Extended write)	Describe the prayers of the school day, when they are prayed and why.	Roleplay of "Stone Soup"	Describe the gather and Introductory Rite (Extended write)
	Journeys - LF1	Journeys - LF2	Journeys - LF5	Journeys - Respond and Encounter	Sharing & Listening - LF2	Sharing & Listening - LF3
	Description of the Liturgical Calendar	Guidebook to the signs and symbols of Advent-Christmas or Lent-Easter	Describe ways to live out the message of Psalm 122.	Whole Class Liturgy and Respond and Encounter Activity	Re-write the Gloria to praise God for his goodness.	Description of the signs and symbols of the Liturgy of the Word.
Music Ukulele	<u>National Curriculum Objective</u> Play tuned and untuned instruments musically.	<u>National Curriculum Objective</u> Play tuned and untuned instruments musically.	<u>National Curriculum Objective</u> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<u>National Curriculum Objective</u> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<u>National Curriculum Objective</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.	<u>National Curriculum Objective</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.
	<u>Skills</u> Playing a C Chord	<u>Skills</u> Plying Am	<u>Skills</u> Plying Am and F Chord	<u>Skills</u> Playing the Island Strum Pattern	<u>Skills</u> Playing C Am and F in succession	<u>Skills</u> How to play a G chord
	<u>Knowledge</u> Basic rules of the ukulele Naming the parts of the Ukulele in detail including string names Numbering the strings and frets	<u>Knowledge</u> How to read a tab diagram	<u>Knowledge</u> How to read a tab diagram	<u>Knowledge</u> That the Island strum follows D D UU D pattern	<u>Knowledge</u> Playing and singing Can't stop the feeling What a chord sequence is	<u>Knowledge</u> How to play moving from C to Am F and G



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	<p>Activity</p> <p>Go through the fill in the blanks powerpoint naming the parts of the ukulele C Jam or Copy Cat playing</p>	<p>Activity</p> <p>Introduce Tab diagrams and recap how to play the ukulele Play Am or yellow chord</p>	<p>Activity</p> <p>Introduce the green sticker and play the F chord Explain colour by ukulele diagrams</p>	<p>Activity</p> <p>Copy cat playing introducing up and down strokes</p>	<p>Activity</p> <p>Play Can't Stop the Feeling with backing</p>	<p>Activity</p> <p>Playing the G chord Revision of Can't stop the feeling</p>
<p>French Descriptions - colours, size and 1st and 3rd person verbs.</p>	<p>National Curriculum Objective</p> <p>Explore the patterns of language through songs and rhymes and link sounds, spelling and meaning of words</p>	<p>National Curriculum Objective</p> <p>Describe themselves orally and in writing</p>	<p>National Curriculum Objective</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>National Curriculum Objective</p> <p>Write phrases from memory and adapt these to form new sentences</p>	<p>National Curriculum Objective</p> <p>Listen attentively and show understanding by responding and joining in</p>	<p>National Curriculum Objective</p> <p>Speak in sentences using familiar vocabulary, phrases and language structures</p>
	<p>Skills and Knowledge</p> <p>Know basic language giving personal information</p>	<p>Skills and Knowledge</p> <p>Understand how to form sentences describing hair and eyes Know a range of adjectives including colours and hair styles</p>	<p>Skills and Knowledge</p> <p>Know how to recognise a range of description language</p>	<p>Skills and Knowledge</p> <p>Use a writing frame to write a personal description</p>	<p>Skills and Knowledge</p> <p>Understand language structures for a third person description</p>	<p>Skills and Knowledge</p> <p>Know how to write and speak a third person description</p>
	<p>Activity</p> <p>Pupils read and pronounce short passage about personal information. They also work out English meaning</p>	<p>Activity</p> <p>Pupils complete various activities culminating in oral and written work describing hair and eyes</p>	<p>Activity</p> <p>Reading comprehension where pupils answer questions about a personal description in English</p>	<p>Activity</p> <p>Students write about themselves including name, age, where they live, hair/eye colour and likes/dislikes</p>	<p>Activity</p> <p>Listening comprehension where pupils listen for key information about a famous person</p>	<p>Activity</p> <p>Pupils describe someone in their class both in writing and orally</p>
<p>PSHE Bullying Matters</p>	<p>Learning Objectives</p> <p>R18 - Knowing how to recognise bullying and abuse in all its forms.</p>	<p>Learning Objectives</p> <p>R13 - Identifying that differences and similarities arise from a number of factors. R14, L6 - Understanding the nature and consequences of</p>	<p>Learning Objectives</p> <p>R7 - Understanding that their actions affect themselves and others. R11 - Identifying the importance of working towards shared goals.</p>	<p>Learning Objectives</p> <p>R7 - Understanding that their actions affect themselves and others. R14, L6 - Understanding the nature and consequences of discrimination, teasing,</p>	<p>Learning Objectives</p> <p>R7 - Understanding that their actions affect themselves and others. R13 - Identifying that differences and similarities</p>	<p>Learning Objectives</p> <p>R12 - Developing strategies for getting support for themselves or for others at risk.</p>



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		<p>discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</p> <p>R18 - Knowing how to recognise bullying and abuse in all its forms.</p>	<p>R12 - Developing strategies for getting support for themselves or for others at risk.</p> <p>R13 - Identifying that differences and similarities arise from a number of factors.</p> <p>R14, L6 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</p>	<p>bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</p>	<p>arise from a number of factors.</p> <p>R14, L6 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</p>	
	<p>Warm up: Feelings Charades Skills wheel R18 - Class brainstorm and definition (What is bullying? What types of bullying are there?) End Game: Feelings Charades</p>	<p>Warm up: Feelings Charades R13, R14, L6, R18 - Identify bullying in different scenarios and make consequence chains. End Game: Feelings Charades</p>	<p>Warm up: Feelings Charades L6, R7, R11, R12, R13, R14 - Timeline of "What happens in a school that says 'Yes' to bullying?" End Game: Feelings Charades</p>	<p>Warm up: Feelings Charades L6, R7, R14 - Analyse thoughts/actions of bystanders in Lowry's "The Fight" painting. End Game: Feelings Charades</p>	<p>Warm up: Feelings Charades L6, R7, R13, R14 - Discuss harmful and kind responses to different scenarios. End Game: Feelings Charades</p>	<p>Warm up: Feelings Charades R12 - Who could you talk to if you were being bullied? Skills wheel Passport question: Learning about bullying matters because... End Game: Feelings Charades</p>
British Values		<p>Rule of law - Recognise significance of age restrictions on games (Computing)</p>		<p>Democracy - we all have a right to be safe online. (Computing)</p>	<p>Individual liberty - Individuals right for their likes and interests to be respected by others. (PSHE)</p>	<p>Rule of law - Fair play in basketball matches (PE)</p>
Special Events	Intriguing Introduction - Creswell Crags Trip					Expert Ending - Historical Catwalk and Museum Day