

## Ravenswood School Curriculum 'Dream, Achieve, Believe'

<b>Formal Learners KS3 Year A</b>	<b>Term 1  UK</b>	<b>Term 2  France</b>	<b>Term 3  Stone age to iron age</b>	<b>Term 4  Vikings/ Anglo Saxons</b>	<b>Term 5  The Americas</b>	<b>Term 6  Lights, Camera, Action</b>
<b>English</b>	Class text: Grimm's fairy tales or Prince Cinders. Writing their own fairy tales from a different perspective.	Class text: Holiday brochures. Non- chronological report, writing a descriptive text about their dream holiday and excursions they could do.	Class text: Stig of the dump or Stone age boy. Writing their own Historical fiction describing what life was like for a Cave man/lady.	Class text: How to train your dragon or how to pick your dragon. Writing a letter to explain to a friend how to train your pet or magical creature.	Class text: The sign of the beaver or Grandmothers dream catcher.  Researching and writing their own instructions to create a survival guide You tube video.	Class text: Shakespeare (comic version) Midsummer Night's Dream. Familiarisation with Shakespearean text and then creating their own play scripts to enter the Into Film Festival.
<b>Poetry</b>	Syllabic poems		Traditional poems		Shape poems	
<b>Maths</b>	Number: Number and Place Value  Measure – Weight/Mass Height/Length  Capacity/Volume  Time	Number: Addition Subtraction Multiplication Division  Geometry: Position and Direction	Number: Fractions Decimals Percentages  Measure: Money	Number: Number and Place Value.  Geometry: Properties of Shape.	Number: Addition Subtraction Multiplication Division  Measure: Time	Using and Applying   Statistics

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<p><b>Science</b></p>	<p><b>Pond Life (SC2)</b>                      Natural Habitat                      What is a pond?                      What exists in a pond?                      Food Chains                      Life Cycles</p>	<p><b>Scientists and Inventors (SC1-4)</b>                      Thomas Edison – Electrical Appliances                      Washington Sheffield – Toothpaste                      Electromagnets Inventors around the world                      Leonardo Di Vinci - The Vitruvian Man                      Stonehenge</p>	<p><b>Rocks and Fossils (SC3)</b>                      Types of Rocks                      Grouping Rocks                      Looking at fossils                      Mary Aning                      Soil Formation                      Soil Permeability</p>	<p><b>Animals, including Humans (SC2)</b>                      Digestive System Parts                      Digestive System Function                      Types and Function of Teeth                      Tooth Decay                      Food Chain – <i>building on from Upper KS2</i></p>	<p><b>Grouping and Classifying Materials (SC3)</b>                      Solids and Liquids (recap)                      The shape and volume of liquids                      Solids and their liquid properties                      Solids that do not dissolve                      Gases – experiment                      Classification of solid, liquid or gas</p>	<p><b>Forces and Magnets (SC4)</b>                      Pushes and pulls (revisit)                      Attraction and repulsion                      Magnetic materials                      Magnets in the home                      Investigating the behaviour of magnets                      The Earth as a magnet</p>
<p><b>Computing</b></p>	<p><b>Online</b>                      Internet Searches and Search Engines.                      Children learn</p>	<p><b>Data</b>                      Christmas Fair: collecting, entering, organising and interpreting</p>	<p><b>E-Safety</b>                      Children will use technology safely, respectfully and</p>	<p><b>Multimedia</b>                      Video (iMovie) Showcase                      Children will make an action</p>	<p><b>Data</b>                      School fair.                      Students add and find the total of money that could</p>	<p><b>Programming</b>                      Kodu.                      Children will understand and explore</p>

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	how to search safely on the internet using a search engine for specific tasks, selecting the most relevant and reliable website.	data. Children will decide on questions about the school fair and collect data to analyse.	responsibly. Recognising acceptable and unacceptable behaviour. Identifying a range of ways to report concerns about content and contact.	packed trailer for a book or topic using a range of multimedia skills.	be made at the school summer fair. They will begin to understand that we can use data for practical ventures and jobs.	algorithms. They will use algorithms as a sequence. By 'debugging', they will spot errors in code and fix the problem.
<b>History/ Geography</b>	Geography (Spatial awareness) The United Kingdom	Geography (EU) Country study: France	History (Wider History) Stone age to Iron age	History (British History) The Vikings invasion of Britain	Geography (Non-UK) Continent study- North America	History (Enquiry) How did Britain change during the Industrial Revolution?
<b>Art/DT</b>	Pupils will learn to cook with ingredients caught and grown in the U.K. They will be taught about seasonality and basic nutrition. Recipes followed will include blackberry and	The children will learn about Claude Monet; his paintings, house and garden. They will paint a skyscape and a landscape and organise an exhibition to display the art	Pupils will learn about the first drawings made by man. They will practise stencilling, mark making and painting. Pupils will find out about bright	Pupils will create a variety of artwork inspired by the Vikings; Including jewellery and sculpture. Pupils will start to evaluate their own and other class members	The children will find out about Totem poles They will then design and make their own totem poles using a variety of techniques and incorporating some of the symbols used by	This term the children will learn how to produce an animation with music. They will perform in a short film and produce a poster

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	apple pie and fishcakes.	work.	colours and subtle colours. They will make clay pots using the thumb pot method.	work using artistic language.	native Americans.	advertising their class production.
<b>Music</b>	<p><b>The Beatles</b></p> <p>Singing and playing with expression.</p> <p>Understanding pop music.</p>	<p><b>Music performance</b></p> <p>Music for theatre.</p> <p>Music for dance.</p>	<p><b>Music with everyday objects</b></p> <p>Using everyday objects and things around us to create music.</p> <p>Exploring sounds and how they are produced.</p>	<p><b>Chants and work song</b></p> <p>Music for mood.</p> <p>Exploring music in different cultures.</p> <p>Understanding how music can help in everyday life.</p>	<p><b>Music of the Americas</b></p> <p>Country music.</p> <p>Samba music.</p>	<p><b>Film Music</b></p> <p>Music for mood.</p> <p>Listening to music with movies.</p> <p>Writing music to a movie scene.</p>
<b>RE</b>	<p><b>4. Beliefs and practices</b></p> <p>How special is the relationship Jews have with God?</p> <p>Judaism</p>	<p><b>5. Christmas Incarnation</b></p> <p>Is the Christmas story true?</p> <p>Christianity</p>	<p><b>4. The 8-fold path</b></p> <p>Can the Buddha’s teachings make the world a better place?</p> <p>Buddhism</p>	<p><b>4. Easter Salvation</b></p> <p>Is forgiveness always possible for Christians?</p> <p>Christianity</p>	<p><b>5. Beliefs and moral values</b></p> <p>Are Sikh stories important today?</p> <p>Sikhism</p>	<p><b>4. Prayer and Worship</b></p> <p>Do people need to go to Church to show they are Christians?</p> <p>Christianity</p>

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<p><b>PSHCE</b></p>	<p><b>Recognising my needs.</b></p> <p>How I learn best. How to relax.</p>	<p><b>Drugs and medication.</b></p> <p>What goes onto and into my body?</p> <p>Staying safe and healthy.</p>	<p><b>Media and advertising.</b></p> <p>How does the media work?</p> <p>How to be aware of what I see and hear.</p>	<p><b>Personal hygiene.</b></p> <p>Looking after myself.</p> <p>Who can help?</p>	<p><b>Leisure awareness.</b></p> <p>Choosing things I like to do.</p> <p>Staying safe</p>	<p><b>Safe in the community.</b></p> <p>Going places and staying safe.</p>
<p><b>PE</b></p>	<p><b>Basketball;</b> Rules of the game</p> <p>Pivot</p> <p>Lay up</p> <p>Dribbling</p> <p>Passing skills</p>	<p><b>Gymnastics</b></p>	<p><b>OAA team building</b></p>	<p><b>Inclusive games;</b></p> <p>Boccia</p> <p>New Kurling Rules</p> <p>Working as a team.</p> <p>Techniques to push the stone and roll the ball.</p>	<p><b>Athletics:</b></p> <p>Running, sprint start, jumping and throwing using different equipment to develop all these skills in preparation for sports day.</p>	<p><b>Striking and fielding:</b></p> <p>Learning skills linked to games with a bat. follow rules for a game.</p> <p>Bowl and bat with correct technique.</p> <p>Hold the racquet in the correct hand and keep a rally going and play a game in tennis.</p>

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<b>Outdoor Education</b>	Pupils will engage in a range of different outdoor education experiences over the year. Parents will receive separate information around these.					
<b>MFL- French</b>	<b>Greetings:</b>  Students will revise and practice their understanding of greetings	<b>Food:</b>  We will build on and expand the students' knowledge of the vocabulary of food. They will be exploring different options to communicate their preferences	<b>Days of the week and months of the year:</b>  Through play we will revisit the language involved in the periods of time and numbers.	<b>Ourselves:</b>  Students will learn to identify parts of their body and members of their family	<b>The classroom:</b>  Students will begin to communicate their learning of classroom items through writing.	<b>Weather:</b>  Our focus will be to practice our knowledge of different types of weather and use this to answer simple questions
<b>Careers</b>	Finding out about jobs in the catering industry and completing simple catering related tasks.	Finding out about what it means to be an inventor and what an engineer does.	Learning about jobs within the creative industries such as being an artist.	Finding out about jobs in animal care	Finding out about social enterprise.	Learning about roles within the media and entertainment industries.
	Students will learn about job roles and careers related to their class topic for each term and personalised towards pupils' individual dreams. This will include role play, learning job-based skills and meeting people who work in a variety of roles.					
<b>Possible trips/ activities to enhance learning</b>	Exploring a local pond	Visit to a pharmacy	Fossil hunting	Visit to an animal shelter, pet shop or vets.	Visit a social enterprise project	Local community visits

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Year B Formal Learners KS3	Term 1 Victorians	Term 2 South Africa	Term 3 Romans	Term 4 Rivers and Coasts	Term 5 Enterprise- Leisure	Term 6 Local area
<b>English</b>	<p>Class text: Oliver Twist</p> <p>To write a diary of a Victorian School Child- Recount what happened during the day, from the point of view of a Victorian School Child.</p>	<p>Class text: Journey to Joburg or Tinga Tinga Tales</p> <p>Writing stories about dilemmas in our lives with an emphasis on character's emotions, motives and actions.</p>	<p>Class texts: Roman Tales: The Goose Guard</p> <p>Creating a war speech for a Roman Army to encourage, engage and persuade Soldiers to go to battle.</p>	<p>Class text: Wind in the Willows</p> <p>Understanding and writing instruction to encourage others to keep safe near water.</p>	<p>Class text: Screw it lets do it and Leaflets</p> <p>Using a range of persuasive features to create their own promotion leaflets linked to their enterprise project.</p>	<p>Class text: based on pupil's interests.</p> <p>Discussion how to improve the school (speech).</p>
<b>Poetry</b>	Narrative poems		Poetic style		Poetry slam	
<b>Maths</b> Use a number line to represent numbers	<p><u>Number:</u> <u>Number and Place Value</u></p> <p>Counting forwards and backwards from different</p>	<p><u>Number:</u> <u>Addition</u> <u>Subtraction</u> <u>Multiplication</u> <u>Division</u></p> <p>Addition: Add using number line or more</p>	<p><u>Number:</u> <u>Fractions</u> <u>Decimals</u> <u>Percentages</u></p> <p>Splitting an object into equal/unequal parts.</p>	<p><u>Number: Ratio and Proportion</u></p> <p>Recognising fractions. Solve ratio and proportion problems. Estimating and</p>	<p><u>Number:</u> <u>Number and Place Value.</u></p> <p>+ - x ÷</p> <p>Identifying missing numbers. Solve</p>	<p><u>Using and Applying</u></p> <p>Practical number problems and word problems</p> <p>Discuss what to do to solve a</p>

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	<p>numbers, Place value of numbers Count, read and write numbers to 100 in numerals Use a number line to represent numbers</p> <p><u>Geometry: Properties of shape.</u> Exploring 2d and 3d shapes, sorting, patterns Exploring properties of 2d and 3d shapes</p>	<p>formal methods Multiplication tables practice Subtraction using a number line or more formal methods Inverse Mixed number problems</p> <p><u>Measure – Weight/Mass Height/Length Capacity/Volume</u> Time Choose and use appropriate standard units to estimate and measure Measure, compare, order add and subtract</p>	<p>Halves, quarters, thirds Numerator &amp; denominator Unit fractions</p> <p><u>Geometry: Position and Direction</u> Coordinates and position Plot given points on a grid, move shapes and points on a grid and describe them. Translate shapes on a grid.</p>	<p>comparing quantities. <u>Measure – Area</u> Estimate and compare areas of simple shapes. Measure, record and calculate perimeters and areas of simple shapes.</p>	<p>number problems involving addition, subtraction, multiplication and division. Counting in steps. <u>Statistics</u> Counting and recording how many. Making a tally. Collecting simple data. Recognising which category has most/fewest. Using bar charts, pictograms, tables to present and interpret data.</p>	<p>problem <u>Algebra (I15 only)</u> Missing number problems</p>
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		<p>units of measure</p> <p>Solve real life problems involving measure and time</p> <p>Estimate and read time with increasing accuracy</p>				
<p><b>Science</b></p>	<p><b>Forces and Motion (SC4)</b></p> <p>Gravity</p> <p>Air Resistance</p> <p>Water Resistance</p> <p>Friction</p> <p>Mechanisms</p>	<p><b>Living Things and Their Habitats (SC2)</b></p> <p>Making new plants</p> <p>Mammals</p> <p>Jane Goodall</p> <p>Metamorphosis</p> <p>Comparing Life Cycles</p>	<p><b>Properties and Changes of Materials (SC3)</b></p> <p>Properties of materials</p> <p>Thermal Conductors and Insulators</p> <p>Conductors and Resistance</p> <p>Dissolving</p> <p>Separating Materials</p> <p>Irreversible Changes</p>	<p><b>Scientists and Inventors (SC1-4)</b></p> <p>Neil deGrasse Tyson – The Solar System</p> <p>Eva Crane – Bees</p> <p>David Attenborough – Nature</p> <p>Stephanie Kwolek - materials</p>	<p><b>Electricity (SC4)</b></p> <p>Circuits and symbols</p> <p>Volts</p> <p>Electricity investigations</p>	<p><b>Animals, including Humans (SC2)</b></p> <p>Human Timeline</p> <p>Growth of babies</p> <p>Puberty</p> <p>Change in Old Age</p> <p>Gestation Periods</p> <p>Life Expectancy</p>

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<b>Computing</b>	<b>Programming</b>	<b>Online</b>	<b>E-Safety</b>	<b>Data</b>	<b>Multimedia</b>	<b>Multimedia/ Data.</b>
	<p>Hopscotch</p> <p>Children will explore algorithms and debugging problems. They will also program using new software and use logical reasoning to compare their process for the best result.</p>	<p>Internet Research.</p> <p>Children will use the internet for a specific purpose and recall how to ensure safety on the internet.</p>	<p>Children will understand how the internet can be used to communicate and how to report concerns.</p>	<p>Bug hunt – collecting data.</p> <p>Children collect data and input it into a computer. They will then use the data in new ways to create visual representations as graphs to answer questions.</p>	<p>“We are presenters”</p> <p>Video/Sound recording, editing.</p> <p>Children will create their own TV show segment using video software and editing.</p>	<p>Children will use a range of skills to create a project based on the local area, using digital adverts and presentations</p>
<b>History/ Geography</b>	<p>History (British History) The Victorians- live for children and families</p>	<p>Geography (non UK) Country study- South Africa</p>	<p>History (Wider History) Romans – Impact of Romans on Britain today.</p>	<p>Geography (UK) Streams, rivers and coasts</p>	<p>Enterprise Setting up an running a class business.</p>	<p>Geography (Spatial Awareness) Local area study of a specific area of interest e.g. pollution.</p>
<b>Art/DT</b>	<p>Pupils will learn about William Morris and the Arts and Crafts Movement. They</p>	<p>Pupils will learn about traditional African textiles. They will decorate fabric</p>	<p>Pupils will design, model and evaluate a Roman style clay bust, joining</p>	<p>The children will be focussing on painting. They will learn about different paints</p>	<p>Each pupil will be given money to invest in a project that is designed to</p>	<p>Pupils will learn about seasonality and know where and how a variety</p>

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	will develop their observational skills and drawing and painting abilities. Pupils will learn about embroidery and fabric printing and make a print based on a peacock’s feather.	in a variety of ways and learn about how pattern is used in the production of decorative fabrics	components with slip. They will have created mosaics from paper, pasta and ceramic tiles, organising a pattern on the latter.	and techniques and find out about some famous painters including Banksy and L.S. Lowry.	make money. The children will collectively decide what to make or do. Any money made will be used to treat the children in an agreed way.	of ingredients are grown, reared, caught and processed. Using recipes decided on as a class, pupils will cook foods that include local produce.
<b>Music</b>	<b>Songs of Oliver Twist</b> Singing with expression Understanding tempo and dynamics	<b>African Drumming</b> Developing understanding and use of rhythm Writing rhythms Leading a group Following others	<b>Marching Band Music</b> Understanding different instruments Music and movement	<b>Composing</b> The journey of the river Writing music for effect Graphic scores	<b>Music for enjoyment</b> Choosing music to play, sing or listen to. Working together to present music to others.	<b>Local radio station</b> Creating a playlist Choosing music Jobs involving music
<b>RE</b>	<b>5. Belief and meaning</b>  Can Brahman be everywhere and in everything?  Hinduism	<b>6. Christmas Incarnation</b>  Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?  Christianity	<b>4. The 8- fold path</b>  What is the best way for a Buddhist to lead a good life?  Buddhism	<b>5. Easter Salvation</b>  How significant is it for Christians to believe God intended Jesus to die?  Christianity	<b>Beliefs and Moral values</b>  Does belief in Akhirah (life after death) help Muslims lead good lives?  Islam	<b>Beliefs and Moral values</b>  Does belief in Akhirah (life after death) help Muslims lead good lives?  Islam

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<p><b>PSHCE</b></p>	<p><b>Money.</b> How do we get money? Why do we need money?</p>	<p><b>Self awareness.</b> My personal qualities. Accepting help</p>	<p><b>Peer relationship skills.</b> Cooperating.</p>	<p><b>Taking responsibility for my health.</b> Staying clean.</p>	<p><b>Family.</b> Different families. What families do</p>	<p><b>Rights and choices.</b> Making good choices.</p>
		<p>to be my best.</p>	<p>Solving problems. Respecting others.</p>	<p>Smoking and drinking. Who can help me stay safe and healthy?</p>	<p>together. Why are families important?</p>	<p>Accepting help to make good choices. How my choices affect others.</p>
<p><b>PE</b></p>	<p><b>Basketball</b> Rules of the game Pivot Lay up Dribbling Officiating in the game</p>	<p><b>Hockey</b> Dribbling Passing Tackling Playing a game</p>	<p><b>Circuits:</b> To follow and develop a circuit of activity to include balance coordination and agility skills at an individual level. Record results and see if there is improvement over time.</p>	<p><b>Dodge ball</b></p>	<p><b>Athletics:</b> Running, sprint start, jumping and throwing using different equipment to develop all these skills in preparation for sports day.</p>	<p><b>Striking and fielding games</b> Rules for kwik cricket Team work Rules and tactics for all games.</p>
<p><b>Outdoor Education</b></p>	<p>Pupils will engage in a range of different outdoor education experiences over the year. Parents will receive separate information around these.</p>					

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<b>MFL- French</b>	<b>Greetings:</b> Students practice communicating their knowledge	<b>Food:</b> We will be consolidating our knowledge of the vocabulary of	<b>Colours and numbers:</b> Students will consolidate their learning of	<b>Animals:</b> Students will be demonstrating their learning of animal names	<b>My likes and dislikes:</b> Our focus will be to enable the students to use	<b>My town:</b> Students will be encouraged to learn the names of places around
	of greetings.	foods and using play to express our preferences.	numbers enabling them to count to 10 confidently.  We will then expand our learning of colours to a more extensive list.	through the construction of descriptive sentences.	all their previous learning to develop their ability to express themselves in French.	town and be able to navigate around them.
<b>Careers</b>	Learning about jobs using computers.	Learning about what a textile designer does and how they create designs.	Finding about the support available to live independently.	Finding out about people who keep us safe around water.	Students will learn how to start a small business and participate in a mini enterprise project.	Finding out about jobs within the school.
	Students will learn about job roles and careers related to their class topic for each term and personalised towards pupils' individual dreams. This will include role play, learning job-based skills and meeting people who work in a variety of roles.					
<b>Possible trips/ activities to enhance learning</b>	Using money in a shop/ role play	Meet and ask questions to someone who has lived in S. Africa	Visit independent training provider (or them visit us)	Visit from RNLI/ visit local rivers and streams	Visit local leisure facilities linked to their enterprise	Visit local area linked to geography study

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<b>Year C Formal Learners KS3</b>	<b>Term 1 Volcanoes and Earthquakes</b>	<b>Term 2 Our History</b>	<b>Term 3 Battle of Britain</b>	<b>Term 4 Countries, continents and oceans</b>	<b>Term 5 Enterprise- culture</b>	<b>Term 6 Meet the Greeks</b>
<b>English</b>	Class text: The girl of Ink and stars  Developing descriptive writing focusing on volcanoes, earthquakes and Natural Disasters	Class text: I am not a label  Recount- writing own autobiographies about my life at Ravenswood/ My life so far.	Class text: Battle of Britian  Writing their own historical fiction about life as an evacuee or as a pilot in World War 2.	Class text: Earth Heroes  Researching and explaining how to save the planet	Class text: World literature challenge- exploring a range of texts from different cultures  Writing persuasive letters to support their enterprise project.	Class text: Percy Jackson and the lightening thief or Percy Jackson and the singer of Apollo  Exploring Myths and then using these to write their own Percy Jackson adventure
<b>Poetry</b>	<b>Classic poetry</b>		<b>Power of poetry</b>		<b>Performance poetry</b>	
<b>Maths</b>	Number: Number and Place Value	Number: Addition Subtraction Multiplication	Number: Fractions Decimals Percentages	Algebra  Geometry:	Number: Number and Place value.	Number:

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	Measure: Mass, Volume, Time	Division  Geometry: Properties of shape	Measure – Area including shape, triangles etc.	Position and Direction.	+ - x ÷  Statistics	Statistics
<b>Science</b>	<b>Earth and Beyond (SC4)</b>  Spherical Bodies  The Planets  Geocentric Versus Heliocentric  Night and Day  Movement of the Moon	<b>Evolution and Inheritance (SC2)</b>  Inheritance  Adaption  Theory of Evolution  Evidence of Evolution	<b>Living Things and Their Habitats (SC2)</b>  Classification  Linnaean System  Microorganisms  The harmful effects of tobacco, alcohol and other drugs  Field Guides	<b>Scientists and Inventors (SC1-4)</b>  Stephen Hawking  Libby Hyman  Marie Maynard Daly  Alexander Flemming  Mary Leakey	<b>Light (SC4)</b>  How we see  Reflecting light  Refraction  Colour Spectrum  Shadow theatres	<b>Animals, including Humans (SC2)</b>  The Circulatory System: Parts  The Circulatory System: Functions  Transporting Water and Nutrients  Healthy Lifestyle  Exercise Investigation  The impact of drugs and alcohol

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<b>Computing</b>	<b>Online</b>	<b>Programming</b>	<b>E-Safety</b>	<b>Multimedia</b>	<b>Data</b>	<b>Media/ online</b>
	<p>Blogging</p> <p>Children learn how to create an online personality safely and responsibly, creating a blog post about their topic.</p>	<p>Scratch (Temple Run)</p> <p>Children will explore algorithms and debugging problems. They will also program using new software and use logical reasoning to compare their process for the best result.</p>	<p>'Creating a Better Internet Together'</p> <p>Children will use technology safely, respectfully and responsibly. They will discuss new and emerging technology and recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Animation (Monkey Jam).</p> <p>Children will create an animation linking to their topic, which uses media that needs to be saved, stored, reviewed and exported.</p>	<p>Weather: Collecting, Entering, Organising Interpreting</p> <p>Children will create ways of collecting data about weather for a fictional sustainable energy company.</p>	<p>Children will research an end of term celebration activity they can do. They will then create a video of their celebration in the form of a documentary.</p>
<b>History/ Geography</b>	<p>Geography (Non UK)</p> <p>Volcanoes and Earthquakes</p>	<p>History (enquiry)</p> <p>Local history Nailsea/ WSM</p>	<p>History (British)</p> <p>Battle of Britain and Home Front</p>	<p>Geography (Spatial Awareness)</p> <p>Identifying countries, continents and ocean</p>	<p>Enterprise Culture</p> <p>Setting up an running a class business.</p>	<p>History (Wider History)</p> <p>Ancient Greece and the Olympics</p>



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<b>Art/DT</b>	The children will learn about abstract art, they will look at some of the work by famous abstract artists such as Piet Mondrian and Barbara Hepworth. Pupils will make their own 2D and 3D abstract art and imitate that of famous artists	Pupils will find out about engineering feats such as dams, bridges and towers. They will make their own examples and investigate such things as what supports a tall tower and how to make a dam watertight.	Pupils will find out what people ate and grew in wartime Britain and how recipes have changed. The children will be supported to make basic recipes such as cauliflower cheese and bacon sandwiches that were popular.	The children will learn about Sculptors and Sculpture around the world, including the work of Joan Miro. Pupils will use a variety of media to design and make sculptures.	Each pupil will be given money to invest in a project that is designed to make money. The children will collectively decide what to make or do. Any money made will be used to treat the children in an agreed way.	Pupils will learn about the art and crafts created in Ancient Greece. They will find out about how people and Gods were portrayed in sculptures and on vases and mosaics. The children will make Greek inspired imitations.
<b>Music</b>	<b>Dramatic Music</b> Music and mood Creating a musical 'picture' Performing with others	<b>Songs of the 20th Century</b> Listening to a variety of music Performing famous songs	<b>Songs of World War 2</b> Singing with expression Understanding the meaning of songs Music to help us feel good	<b>Music around the world</b> Indian Raga African drumming Samba rhythms	<b>Performing music</b> Choosing songs and pieces Playing and singing with expression Performing to an audience	<b>Writing music</b> Choosing instruments or objects Using structure to make music interesting Graphic scores
<b>RE</b>	<b>4. Buddha's teachings</b>  Is it possible for everyone to be happy?  Buddhism	<b>6. Christmas Incarnation</b>  How significant is it that Mary was Jesus' mother?  Christianity	<b>5. belief into action</b>  How far would a Sikh go for their religion?  Sikhism	<b>6. Easter Gospel</b>  Is Christianity still a strong religion 2000 years after Jesus was on Earth?	<b>5. Beliefs and moral values</b>  Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	<b>6. Beliefs and meaning Salvation</b>  Is anything ever eternal?  Christianity

**Ravenswood School Curriculum ‘Dream, Achieve, Believe’**

				Christianity	Hinduism	
<b>PSHCE</b>	<p><b>Taking responsibility towards others.</b></p> <p>Take on responsibilities.</p> <p>Know that others can rely on me</p>	<p><b>Special days.</b></p> <p>My special days.</p> <p>Special days that other people have</p>	<p><b>Communities and cultures.</b></p> <p>My beliefs.</p> <p>The beliefs of others.</p> <p>Being respectful</p>	<p><b>Money and environment.</b></p> <p>Managing money.</p> <p>Taking care of my spaces</p>	<p><b>Feelings.</b></p> <p>How do I feel?</p> <p>How do others feel?</p>	<p><b>Respect and privacy.</b></p> <p>Routines to help me take care of myself.</p> <p>Respecting others privacy</p>
<b>PE</b>	<b>Basketball</b>	<p><b>Dance</b></p> <p>Superheroes and their actions Creating a group dance</p>	<p><b>Multi activity games:</b></p> <p>Bench ball</p> <p>Dodgeball</p> <p>Tag</p> <p>Teamwork</p> <p>Rules of a game</p>	<b>Inclusive games</b>	<b>Athletics</b>	<b>Striking and fielding</b>
<b>Outdoor Education</b>	Pupils will engage in a range of different outdoor education experiences over the year. Parents will receive separate information around these					

## Ravenswood School Curriculum 'Dream, Achieve, Believe'

<b>MFL- French</b>	<b>Greetings:</b> Students will consolidate their understanding	<b>Ourselves:</b> Students will revise and consolidate the vocabulary to	<b>The classroom:</b> Students will consolidate their understanding of classroom instructions and objects. Students	<b>Food and animals:</b> We will practice and demonstrate	<b>My town:</b> Students will consolidate their understanding	<b>My likes and dislikes:</b> This term students will consolidate
	of greetings and build their confidence in the communication of their learning	describe parts of their body.  Students will demonstrate the ability to identify members of their family.	will be learning to demonstrate their understanding.	our knowledge of the vocabulary of food and be able to name and identify different animals.	of places in town. They will then be encouraged to confidently communicate directions.	their understanding of the terms needed to express their preferences.
<b>Careers</b>	What do You Tubers, Bloggers and influencers do?	Finding out about job roles on construction and engineering.	Finding out about jobs within the armed forces and the life of a soldier.	Discovering jobs within the animation industry and completing basic animation related tasks.	Setting up and running a mini enterprise project.	Discovering what a parliament is and the roles of the people who work there.
<b>Possible trips/ activities to enhance learning</b>	Q and A with a blogger/ You Tuber	Local area visit linked to history	Visit from the army or a veteran soldier.	Visit recycling centre	Explore local enterprise project	End of term celebration activity