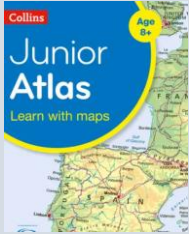
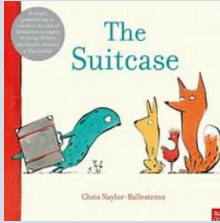


## Gatekeeper Curriculum Plan Summer Term 2025 – A place called 'Home'

Focus core Values: Compassion and Courage.

They will soar on wings like eagles.

Our learning	Aspects of the National Curriculum we will cover	Questions we might answer	Books we may read	Enrichment ideas
As scientists, we will investigate animals.	To notice that animals, including humans, have offspring which grow into adults. Find and describe the basic needs of animals, including humans of exercise, eating the right amounts of different types of food and hygiene. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	What five things does a human need to survive? Why do we need to think about nutrition? Do all animals have the same types of skeleton? What affects do different food groups have on the body?		<p>Outdoor learning.</p> <div style="text-align: center;">  <p><b>Norfolk</b> Schools of Sanctuary</p> </div> <p>Participate in a Day of Welcome to mark refugee week.</p> <div style="text-align: center;">  <p><b>World Ocean Day</b></p> </div> <p>Participate in World Ocean Day to celebrate our oceans and learn about climate change.</p> <div style="text-align: center;">  <p><b>12 June 2025</b> <b>EMPATHY DAY</b> empathylab.uk</p> </div>
As geographers we will learn about the countries, cities and counties in the UK.	Locational knowledge – name, locate and identify characteristics of the four countries, capital cities, counties and cities of the UK and its surrounding areas. Geographical skills – use maps, atlases and aerial photographs to locate countries, counties and cities, use grid references and compass points to build knowledge of the U.K.	Where would you travel to if you followed these directions? Which seas surround the U.K? Can you label our neighbouring counties? How has London changed over time?		
As historians we will find out about Martin Luther King Junior and Rosa Parks.	The lives of significant individuals in the past have have contributed to national and international achievements.	Why are Rosa Parks and Martin Luther King Junior remembered? What does racial segregation mean? What qualities might a 'significant' individual in history have?		
We will learn different ways to present our ideas using computers..	Use technology purposefully to create, organise, store, manipulate and retrieve content.	Which information do we need to share? Who is our audience? Why should we plan out a presentation?		
As part of our Citizenship Education, we will learn about	To think about themselves, learn from their experiences and recognise what they are good at. To take part in a simple debate about topical issues.	How do adults get money? What is the difference between wanting and needing?		

<p>citizenship and economic wellbeing.</p>	<p>Consider social and moral dilemmas that they come across in everyday life. Make real life choices and decisions about how to spend money, including pocket money and contributions to charities.</p>	<p>How do bank accounts help manage money? I can describe my skills and talents. I know how to make everyone feel included.</p>		<p>Read and share key texts to develop empathy skills.</p>
<p>In R.E, we will focus on Islam.</p>	<p>Show awareness of different sources of authority and how they link with beliefs. Identify some links between beliefs being studied within a religion or worldview. Recognise ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>How do Muslims talk to God? What does it mean to be a Muslim?</p>		
<p>As musicians, we will develop our singing and rhythm skills.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes, Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Which symbols could we use to represent sounds? How do we read notation? How do we create a structure using rhythmic patterns?</p>		
<p>As artists and designers we will learn about graffiti artists.</p>	<p>To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines and making links to their own work. To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>What is graffiti? Is graffiti art to you? What messages do you think are being communicated?</p>		
<p>As linguists, we will continue to learn French focussing on numbers, colours, families and animals.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding. Appreciate stories, songs, poems and rhymes in the language.</p>	<p>Quel âge as-tu? Tu as des frères ou des sœurs? As-tu un animal?</p>		