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	<p align="center">DESTINATION DISCOVERY</p> <p>Within this theme, learners will aim to develop a sense of place and belonging by exploring their community, Wales, and the Wider World. Learners will develop an understanding of how our world is diverse and dynamic, influenced by processes. This theme will nurture learners’ curiosity about the world around them and help them to develop an understanding of what makes places and spaces distinct.</p> <p align="center"><u>Why?</u></p> <p align="center">Our learners need an awareness of the world around them, broadening their understanding beyond their local community and Wales.</p>						
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<p align="center">Building Bridges, Building Bonds</p> <p align="center"><u>Concepts:</u> Connection and Relationships</p> <p>WOW Start: Range of activities to spark curiosity and promote teamwork and collaboration- STEM building, art, circle time, exploring connections through song.</p> <p>Contributor Task: Invite grandparents or local elders to share stories about bridges, travel, or relationships. Create a “Memory Bridge” with photos and quotes from different generations.</p> <p>Celebration Task: Build a large bridge (cardboard, wood, recycled materials) as a class.</p> <p>Hang words, drawings, and messages from the bridge showing what they’ve learned about emotional and physical connections.</p> <p>Trips/ Visitors: Harriet Eaton- Local canals/ bridges</p>		<p align="center"><u>Knowledge and Understanding (HOTS):</u></p> <p>Picture sort to begin the topic and develop line of questioning.</p> <p>Source Square- pupil voice responses</p> <p>BOATS: Explore local and famous bridges</p> <p>Picture sort- Explore the differences in shape for bridges- arch, beam, truss bridges</p> 		<p align="center"><u>Cross- Curricular Skills:</u></p> <p>Numeracy: I am progressing to use standard units of measure: length: I can measure on a ruler to the nearest 0.5cm; weight/ mass: I can use 5g, 10g and 100g weights to measure and compare the mass of objects; I can discuss the properties of two-dimensional and three-dimensional shapes that I use in my everyday learning.</p> <p>Science and Technology- WM2- Design thinking and engineering offer technical and creative ways to meet society’s needs and wants. WM5- Forces and energy provide a foundation for understanding our universe.</p> <p>Health and Well-Being: WM2-Our decision-making impacts on the quality of our lives and the lives of others.</p>	
<p align="center">Big Question:</p> <p align="center">“How do we build bridges to help us understand and care for each other?”</p> <p align="center">Rights of the Child:</p> <p align="center">Article 13: I have the right to find out things and share what I think with others</p> <p align="center">Article 28: I have the right to good quality education where I am encouraged to be the best that I can be.</p>		<p align="center"><u>Values and Attitudes:</u></p> <p>Common Good- Thinking of everyone Stewardship- Caring for God’s gifts Resilience Collaboration/ Teamwork Empathy Tolerance</p> 		<p align="center"><u>Integral Skills:</u></p> <p>Personal Effectiveness: Listen to others, Work with other people. Share your ideas. Understand you learn from mistakes. Be kind, even when you don’t agree with others</p> <p>Creativity and Innovation: Try new things, be curious, be imaginative, Share your ideas, think up new ideas, think of different ways to do things, magpie the ideas of others and make them your own.</p>	

 <p align="center"><u>Pupil Voice</u></p> 					
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Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">EXPRESSIVE ARTS (e.g., Music, Art, Drama, Dance, Film and Digital Media)</p> <p>Music: Songs about friendship and connection (e.g., “Lean on Me”)</p> <p>Art: Compare and contrast Monet watercolour lilies inspired art and Christopher Langley (Newport transporter bridge). Examine and evaluate. Create success criteria and own artwork inspired by the art.</p> <p>Drama: Role play and circle time- scenarios encouraging building teamwork, collaboration and resilience skills.</p>		<p align="center">LANGUAGE, LITERACY AND COMMUNICATION (English, Welsh and International Languages) (<i>Applied Cross- Curricular, Real-Life LLC</i>)</p> <p>Read Write Inc: Differentiated groups</p> <p>Welsh: 1st person patterns- discussing ourselves/ Tric a Chlic</p> <p>T4W: Character description- Colour Monster/NC Report- All about me report/ Stories with familiar setting- Stickman</p> <p>Cross-curricular LLC: Character description- Family member/ friend/ NC Report/Bridges, Stories with repeating pattern- local area.</p>		<p align="center">SCIENCE and TECHNOLOGY</p> <p>Properties of materials: Investigate materials used in bridge building. Hands-on testing of materials (wood, plastic, metal, paper). Predict and test which materials are strongest. Introduce vocabulary: flexible, rigid, durable, absorbent.</p> <p>Collaborative Bridge Building – Beam Bridges: Design and build a beam bridge in teams. Plan and sketch designs. Use recycled materials to build. Test for strength and stability. Teamwork, problem-solving, design thinking.</p> <p>Collaborative Bridge Building – Arch Bridges: Explore how arch bridges work. Build mini arch bridges using blocks or clay. Compare with beam bridges. Discuss how arches distribute weight. Forces and balance.</p> <p>Natural bridges (ants, vines) Outdoor Learning: build with natural materials</p> <p>DCF: Use Bee-Bots to cross a “bridge” with directional commands.</p>	
<p align="center">HUMANITIES (History, Geography, RE)</p> <p>Local History: Learn about bridges in Wales, especially Port Talbot and Swansea. Research local bridges. Invite a local engineer or historian (if possible).</p> <p align="center">RED (See Knowledge Organiser for content)</p> <p>Branch One: Creation and Covenant</p> <p>Branch Two: Prophecy and Promise</p> 		<p align="center">MATHS AND NUMERACY (<i>Applied Cross- Curricular, Real-Life Maths</i>)</p> <p align="center">White Rose Maths- Place Value unit</p>  <p>Real Life maths:</p> <p>-Shape and space in bridge design. What shape makes strongest bridge? Look at triangles and patterns including brick bonding. Truss bridges- triangulation.</p> <p>-Learn how weight affects bridge design. Use scales to measure weights. Build simple bridges and test how much weight they hold. Record results and compare. Measuring in grams/kilograms, recording data.</p>		<p align="center">HEALTH AND WELL-BEING</p> <p align="center">(e.g., PSE, Learning to Learn, Relationships and Emotions, Healthy Choices, Physical Activity, Keeping Safe)</p> <p>Me, My family and My friends: Create 'All About Me' bridges, Scrapbooking</p> <p>Emotional Bridges: Team Games: trust walks, cooperative challenges. Art: Emotion Bridges with feelings and responses</p> <p>Intergenerational Bridges: invite older community members to share stories. Compare life then and now. Create a memory bridge with shared stories</p> <p>PE: Team games that require cooperation and strategy.</p>	

