



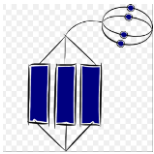
St John's Green Primary School
Learn to Live, Live to Learn

Headteacher Mr Simon Billings
Deputy Headteacher Mrs Tina Bourne
Assistant Headteacher Mrs Fiona Bullivant
Assistant Headteacher Mrs Clare Skinner



<u>ASSESSMENT PERIOD:</u>	AP1	AP2	AP3
CONCEPTS; CONCEPTS DO NOT FALL INTO SUBJECT BOXES. CONCEPTS ALLOW US TO 'TAP' INTO PERSONAL LEARNING AND THINKING SKILLS. CONCEPTS MUST FILTER THROUGH THE CURRICULUM. THEY DEVELOP CONNECTIONS THAT EXTEND FURTHER THAN THE IMMEDIATE CONTEXTS OF LEARNING.	IDENTITY, COMMUNITY AND DIVERSITY	DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY	DIGNITY, EQUALITY. HEALTH, ENTERPRISE
JIGSAW	BEING ME IN MY WORLD CELEBRATING DIFFERENCES	DREAMS AND GOALS HEALTHY ME	RELATIONSHIPS CHANGING ME
BIG QUESTIONS	WHERE ARE MY ROOTS?	WHO IS RESPONSIBLE FOR THE WORLD?	HOW DO WE MAKE GOOD DECISIONS?
RIGHTS RESPECTING SCHOOL ARTICLES	ARTICLE 15: EVERY CHILD HAS THE RIGHT TO MEET WITH OTHER CHILDREN AND TO JOIN GROUPS AND ORGANISATIONS, AS LONG AS THIS DOES NOT STOP OTHER PEOPLE FROM ENJOYING THEIR RIGHTS. ARTICLE 14: EVERY CHILD HAS THE RIGHT TO THINK AND BELIEVE WHAT THEY WANT AND TO PRACTISE THEIR RELIGION, AS LONG AS THEY ARE NOT STOPPING OTHER PEOPLE FROM ENJOYING THEIR RIGHTS. GOVERNMENTS MUST RESPECT THE RIGHTS OF PARENTS TO	ARTICLE 28: EVERY CHILD HAS THE RIGHT TO AN EDUCATION. PRIMARY EDUCATION MUST BE FREE. DISCIPLINE IN SCHOOLS MUST RESPECT CHILDREN'S DIGNITY. ARTICLE 29: EDUCATION MUST DEVELOP EVERY CHILD'S PERSONALITY, TALENTS AND ABILITIES TO THE FULL. IT MUST ENCOURAGE THE CHILD'S RESPECT FOR HUMAN RIGHTS, AS WELL AS RESPECT FOR THEIR PARENTS, THEIR OWN AND OTHER CULTURES, AND THE ENVIRONMENT.	ARTICLE 2: THE CONVENTION APPLIES TO EVERYONE: WHATEVER THEIR RACE, RELIGION OR ABILITIES, WHATEVER THEY THINK OR SAY, WHATEVER TYPE OF FAMILY THEY COME FROM. ARTICLE 19: GOVERNMENTS MUST DO ALL THEY CAN DO TO ENSURE THAT CHILDREN ARE PROTECTED FROM ALL FORMS OF VIOLENCE, ABUSE, NEGLECT AND BAD TREATMENT BY THEIR PARENTS OR ANYONE ELSE WHO LOOKS AFTER THEM.

	<p>GIVE THEIR CHILDREN ABOUT THIS RIGHT.</p> <p>ARTICLE 2: THE CONVENTION APPLIES TO EVERYONE; WHATEVER THEIR RACE, RELIGION OR ABILITIES, WHATEVER THEY THINK OR SAY, WHATEVER TYPE OF FAMILY THEY COME FROM.</p> <p>ARTICLE 7: EVERY CHILD HAS THE RIGHT TO A LEGAL NAME AND NATIONALITY, AS WELL AS THE RIGHT TO KNOW AND, AS FAR AS POSSIBLE, TO BE CARED FOR BY THEIR PARENTS.</p> <p>ARTICLE 8: GOVERNMENTS MUST RESPECT EVERY CHILD'S RIGHT TO A NAME, A NATIONALITY AND FAMILY TIES.</p> <p>ARTICLE 23: IF I HAVE A DISABILITY, I HAVE THE RIGHT TO SPECIAL CARE AND EDUCATION.</p>	<p>ARTICLE 3: ADULTS SHOULD DO THEIR BEST FOR CHILDREN.</p> <p>ARTICLE 6: THE RIGHT TO LIVE AND GROW.</p> <p>ARTICLE 17: THE RIGHT TO INFORMATION.</p>	<p>ARTICLE 16: EVERY CHILD HAS THE RIGHT TO PRIVACY. THE LAW SHOULD PROTECT THE CHILD'S PRIVATE, FAMILY AND HOME LIFE. (DIGNITY)</p> <p>ARTICLE 24: EVERY CHILD HAS THE RIGHT TO THE BEST POSSIBLE HEALTH. GOVERNMENTS MUST WORK TO PROVIDE GOOD QUALITY HEALTH CARE, CLEAN WATER, NUTRITIOUS FOOD AND A CLEAN ENVIRONMENT SO THAT CHILDREN CAN STAY HEALTHY. RICHER COUNTRIES MUST HELP POORER COUNTRIES ACHIEVE THIS.</p> <p>ARTICLE 31: THE RIGHT TO REST AND PLAY (MENTAL HEALTH/HEALTH AND HAPPINESS)</p> <p>ARTICLE 22: REFUGEE CHILDREN HAVE THE SAME RIGHTS AS CHILDREN BORN HERE.</p>
<p>SOLO VERBS PRESTRUCTURAL; THE PUPIL HASN'T FULLY UNDERSTOOD THE POINT AND CAN ONLY GIVE A VERY BASIC RESPONSE. UNI-STRUCTURAL; THE PUPIL'S RESPONSE FOCUSES ON JUST ONE RELEVANT ASPECT. MULTISTRUCTURAL; THE PUPIL'S REPSINSE FOCUSES ON SEVERAL RELEVANT ASPETCS. RELATIONAL; THE DIFFERENT ASPECTS HAVE BECOME INTEGRATED INTO A COHERENT WHOLE.</p>	<p>(Unistructural) Identify · Define · Draw · Label · Match · Find · Name · Recall</p> <p>(Multistructural) · Describe · Outline · List · Follow a procedure</p> <p>(Relational) · Sequence · Classify · Compare and contrast · Explain causes · Explain effects · Analyse · Organise · Apply · Question · Interview · Distinguish · Make an analogy</p> <p>(Extended Abstract) Generalise · Evaluate · Hypothesise · Prove · Justify · Compose · Design · Perform · Predict · Reflect · Create · Plan · Argue · Prioritise · Construct · Invent</p>	<p>(Unistructural) Identify · Define · Draw · Label · Match · Find · Name · Recall</p> <p>(Multistructural) · Describe · Outline · List · Follow a procedure</p> <p>(Relational) · Sequence · Classify · Compare and contrast · Explain causes · Explain effects · Analyse · Organise · Apply · Question · Interview · Distinguish · Make an analogy</p> <p>(Extended Abstract) Generalise · Evaluate · Hypothesise · Prove · Justify · Compose · Design · Perform · Predict · Reflect · Create · Plan · Argue · Prioritise · Construct · Invent</p>	<p>(Unistructural) Identify · Define · Draw · Label · Match · Find · Name · Recall</p> <p>(Multistructural) · Describe · Outline · List · Follow a procedure</p> <p>(Relational) · Sequence · Classify · Compare and contrast · Explain causes · Explain effects · Analyse · Organise · Apply · Question · Interview · Distinguish · Make an analogy</p> <p>(Extended Abstract) Generalise · Evaluate · Hypothesise · Prove · Justify · Compose · Design · Perform · Predict · Reflect · Create · Plan · Argue · Prioritise · Construct · Invent</p>



2 WEEK EXTENDED ABSTRACT PROJECTS (Above ARE could do their own Extended Abstract projects - research, create independently?)

EXTENDED ABSTRACT; THE WHOLE MAY BECOME CONCEPTUALISED AT A HIGHER LEVEL OF ABSTRACTION AND GENERALISED TO A NEW TOPIC OR AREA.

TBC (NEEDS DISCUSSIONS) IE; IDENTITY DAY -EVERY CHILD ROOTS, TRESS AND BRANCHES (LINKED TO FAMILY TREE, ORIGINS, CULTURES ETC)

(Extended Abstract)

Generalise · Evaluate · Hypothesise · Prove · Justify · Compose · Design · Perform · Predict · Reflect · Create · Plan · Argue · Prioritise · Construct · Invent

ENVIRONMENTAL PROJECT WHAT I HOPE FOR MY FUTURE WHAT HAS HISTORY TAUGHT US ABOUT RESPONSIBILTIES?? HOW EDUCATION HAS CHANGED OVER TIME

(Extended Abstract) Generalise ·

Evaluate · Hypothesise · Prove · Justify · Compose · Design · Perform · Predict · Reflect · Create · Plan · Argue · Prioritise · Construct · Invent

ENTERPRISE WEEK -COULD BE LINKED TO SUMMER FAIR AND MAKING (D.T.)

(Extended Abstract) Generalise · Evaluate · Hypothesise · Prove · Justify · Compose · Design · Perform · Predict · Reflect · Create · Plan · Argue · Prioritise · Construct · Invent