



SDG's at Laycock

Amy Lazarczyk

Why should we do it?

What is a Global Learning approach?

- A relevant / 'Real Life' curriculum approach & context
- Enables & encourages active engagement of all
- Supports pupil voice & social justice
- Encourages & develops active global citizenship skills
- Promotes action for change through the Sustainable Development Goals (SDGs)
- Enables critical thinking around global issues
- Supports other programmes & priorities

Global school Collaboration & Partnerships:

- Real life connections
- Help pupils identify common goals & values
- Encourages compassion / challenging injustice & affecting change
- Positive attitudes to 'other' & similarities between us
- Interdependence & sustainable development
- Global outlook & sense of responsibility



Connect
The Network for Global
Learning in Education



CONNECTING CLASSROOMS
through Global Learning



SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



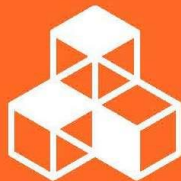
7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



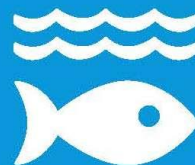
12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



SUSTAINABLE DEVELOPMENT GOALS



School Development Plan Strategic Overview September 2021-2022

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OVER-ARCHING AIM



To ensure the school has the correct culture to deliver a shared purpose and fully embed our vision and values. This would help to facilitate and promote accelerated learning post COVID. We want to work with our Laycock community to invite them on our journey.



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PRIORITY AREAS & SUCCESS CRITERIA

SUZANNE: KEY PRIORITY 1 – Vision, Values & Community

Link Senior leader: TBC

Link Governor: TBC



Success Criteria:

- ✓ Embed vision and values for: children, adults, parents, local area, Governors within the curriculum, assemblies, strategic and operation thinking by all, advertisement of school, etc.
- ✓ Evident in curriculum intent, implementation and impact
- ✓ Evident in children's achievements and efforts
- ✓ Evident in policies e.g. behaviour, equities, safeguarding etc.
- ✓ Designated community room within the school
- ✓ Planned and organised community events for our parents, local community and external professionals
- ✓ Parent workshops, training and networking events are planned and implemented throughout the year and lead by SLT/MLT



CONVENTION ON THE RIGHTS OF THE CHILD

PRIORITY AREAS & SUCCESS CRITERIA

PRIORITY 10 – EYFS

Link Senior Leader: Stephen

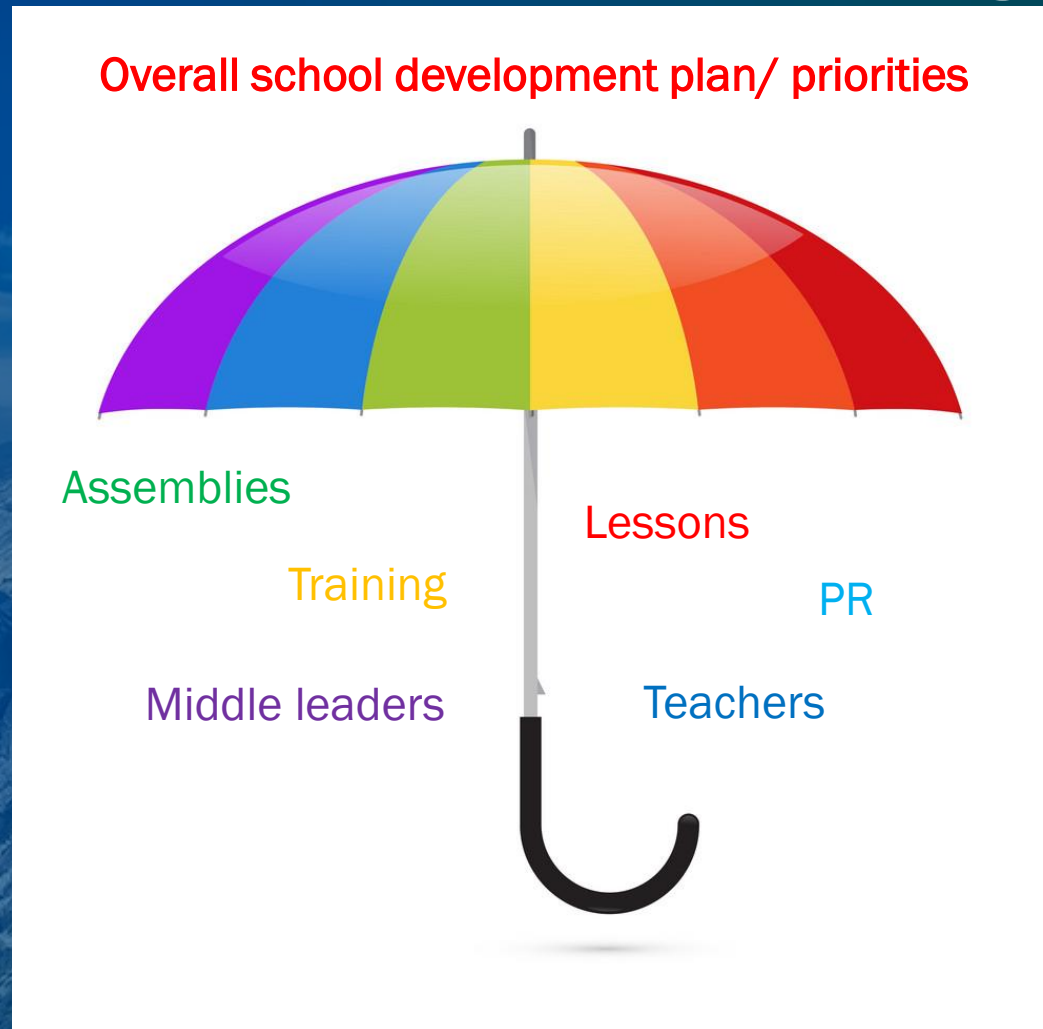
Link Governor: TBC



Success Criteria:

- ✓ % of children achieving GLD will be in line with national
- ✓ Teaching is consistently rich and strong showing good- outstanding QFT
- ✓ Foundations of learning is embedded resulting in outstanding learning environment, including the outdoor area
- ✓ The curriculum is planned to build on what the children know and can do, following the new EYFS statutory framework demonstrate children in their learning

So how do we use SDGs to support our teaching?





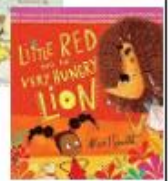
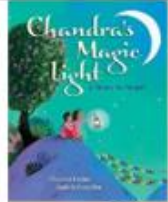


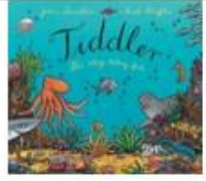
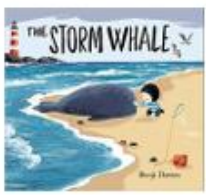











































= Global citizenship

Curriculum

YEAR 2	Autumn 1 Final week: BHM celebration	Autumn 2 Final week: Chris. productions	Spring 1 Final week: STEM week	Spring 2 Final week: Art exhibition	Summer 1 Final week: Deaf Awareness	Summer 2 Final week: transition week
WOW entry point	Immersive Day in school using astronaut outfits	Pumpkin patch visit – Kentish Town			Careers Fair- whole school (MLT to organise)	Hired aquarium? Fish Visit?
Trips (60X6)	Greenwich Planetarium (History Link)	Freightliners Farm (Science)	Railway Fields (Science Link)		Careers week- Y2-6 (MLT to organise)	Trip to the Seaside
English Book English Writing genre	 	 J Lewis Christmas advert: Monty the Penguin	  Red Riding Hood focus, plus other fairy stories, traditional tales and stories from other cultures.	 		 
	To entertain: persuasive flyer (PoR idea) To inform: travel guide to planet Earth Poetry week: 27 th Sept Poetry day 7 th Oct	To inform: 'pumpkin soup' instructions (cooking activity of your choice) To entertain: *JL Advert activity	Character description: Wanted poster To entertain: traditional stories	To inform: Letter to link school To entertain: narrative	Recount: diary entry To inform: newspaper report	To entertain: setting description To entertain: narrative, adventure story
Maths (WRM) <i>Number</i> <i>Place value</i> <i>Geometry</i> <i>Measurement</i>	Number & Place Value (3) Number: +/- (3) Consolidation	Number: +/- (3) Measurement £ (2) Number: +/- (2) Consolidation	Number: +/- (2) Statistics (2) Geometry: properties of shape (2) Consolidation	Number: fractions (3) Measurement: length & height (1) Consolidation	Geometry: position and direction (3) Problem solving (2) Measurement: Time (2) Consolidation	Measurement: mass, capacity, temperature (3) Investigations Consolidation
Science <i>Physics</i> <i>Biology</i> <i>Chemistry</i>	Animals including Humans 	Living things and their habitats (on land) 	Plants +STEM week 	Living things and their habitats (on land) – What wildlife do you find in Nepal? 	Everyday Materials 	Living things and their habitats (in water) 
PSHE <i>Personal</i> <i>Social</i> <i>Health</i> <i>Economics</i> <i>+ Behaviour</i> <i>+ SMSC</i>	Behaviour & expectations Rights and responsibilities, including British values 	Health- Growth mindset  Feelings & Friendships (including anti-bullying week)	RSHE Safety & risk- online safety (including internet safety day)	Identity & equality 	Laycock's expectations (aspirations and influencers) What do I want to change in the world? #IAm...	Identity (deaf awareness)  Money & economics- value  Feelings & friendships 

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Humanities History Geography	His: Can we all reach for the sky? #IAmMaeJemison  	Geo: Exploring the UK and beyond - on land and at sea   	His: Am I making History?   	Geo: Where would I prefer to live: the UK or Nepal? 	His: Great Fire of London 	Geo: Why do we love to be beside the seaside?  
Computing (Purple Mash) Online & E-safety Data Programming & Control Multimedia	Purple Mash: Unit 2.2 Online Safety & Unit 2.8 Presenting Ideas	Purple Mash: Unit 2.5 Effective Searching & Unit 2.7 Making Music	Purple Mash: Unit 2.4 Questioning	Purple Mash: Unit 2.1 Coding	Purple Mash: Unit 2.6 Creating Pictures	Purple Mash: Unit 2.3 Spreadsheets
Music (Charanga)	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
Engineering/ Art Sketching, Painting, Collage Textiles, 3D modelling/ sculpture, Digital Mouldable materials, Construction, Textiles, Cooking, Materials	Engineering: mechanisms Design an eco-rocket  	Engineering: Textiles Sew map of UK 	Art: Sculpture Inspirational sculptures (within living memory)	Art: Printing Nepalese art	Engineering: Building structures 3D Model Wren's London 	Art: collage The Beach  
MfL (Spanish)						Review: Greetings, months, colours, numbers Animals
PE Coach support 	Gymnastics: Linking Locomotion: Moving and improving	Gymnastics: Core Task "Families of Actions" Ball skills Hands 1	Ball skills Feet Dance: Water	Dance: Explorers Ball skills Hands 2	Athletics Run Jump Throw Core Task: Colour Match Health and well being (skip, yoga, Zumba / pupil voice and choice)	Games for understanding Locomotion: Moving and Improving
RE Christianity Islam Judaism Sikhism Hinduism	Who is a Muslim and what do they believe?  	What can we learn from sacred books?  	Who is Jewish and what do they believe?  	How and why do we celebrate special and sacred times?  		How should we care for others and the world and why does it matter?  



[Click here](#) to see our knowledge & vocabulary mat

Y6 GEOGRAPHY

Will you ever see the water you drink again?

Previous knowledge gained (specific to unit):	Knowledge specific to this year group:	Next knowledge:
Children at the expected level will: <ul style="list-style-type: none"> - Understand weather patterns and recognise that rainfall is affected by seasons - Be able to name the major rivers and seas in and around the UK - Understand natural disasters (e.g. Flooding, Tsunamis) - Be able to name and recognise geographical features (rivers, mountains, ocean, sea etc.) that form part of the water cycle - Understand that the distribution of natural resources is not equal across the globe - Understand the different types of human settlements - Understand how human usage of land impacts that natural geography 	Year 6: <ul style="list-style-type: none"> - To understand the water cycle - To understand how different settlements use water differently - To understand how distribution of water and clean water is not equal across the globe - To understand how the topography of a location can affect the water cycle - To understand that the worlds natural resources are used to create energy 	Y6 challenge: <p>Can students provide a comprehensive description of the entire water cycle and apply this understanding globally to explain how some countries and locations have a greater ability to access clean water and recycle?</p> <p>Can the students explain in detail how the water cycle is linked with sustainable development and the sustainable development goals?</p>
Working Geographically		
Geographical Enquiry	Mapping Skills	Field Work & Recording
Can they: Identify relevant geographical questions? Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes? Reach plausible conclusions and present their findings both graphically and in writing?	Can they: Use globes, maps, atlases and digital maps to locate and describe countries and features studied? Extend their understanding to include non-UK countries? Follow routes on a map?	Can they: Use field work to observe, measure and record? Record information using a range of methods (maps, plans, graphs,

Laycock Primary School

Curriculum

2021/2022

How does this unit link to the UN's SDGs? (Subject leaders delete as appropriate)



No poverty



Zero hunger



Good health & wellbeing



Quality education



Gender equality



Clean water & sanitation



Affordable and clean energy



Decent work & economic growth



Industry and infrastructure



Reduced inequalities



Sustainable cities & communities



Responsible consumption & production



Climate Action



Life below water



Life on land



Peace, justice & strong institutions



Partnerships



SUSTAINABLE DEVELOPMENT GOALS

‘Unit on a page’





Links to SDGs



Lessons linked to SDGs



Week	Learning Intentions and Activities Including cross curricular LIs: English , Maths and Computing	Resources	Key vocab
1	<p>LI: To understand the water cycle and where our water comes from (the water cycle).</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - Where is our water? Where does it come from? - What is evaporation? - Why are rivers, lakes and oceans important parts of the water cycle? - What role does the sun play in the water cycle? - How might temperature affect the water cycle? 	<p>https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39</p> <p>https://www.youtube.com/watch?v=y5gFl3pMvol</p> <p>Water Cycle Labelling Sheets</p>	<p>Atmosphere</p> <p>Bank</p> <p>Bed</p> <p>Channel</p> <p>Condensation</p> <p>Confluence</p> <p>Current</p> <p>Depth</p> <p>Downstream</p> <p>Drainage</p> <p>Erosion</p> <p>Evaporation</p> <p>Flood</p> <p>Flood plain</p> <p>Hill</p> <p>Impermeable</p> <p>Infiltration</p> <p>Interception</p> <p>Landform</p> <p>Meander</p> <p>Mouth</p> <p>Precipitation</p> <p>Process</p> <p>Saturation</p> <p>Source</p> <p>Surface run-off</p> <p>Transpiration</p> <p>Transportation</p>
2	<p>LI: To investigate why water is a necessity in any village, town or city.</p> <p>LI: (English) To create a non-chronological report on the importance of water</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - How does water get into our homes? - What do we use water for? - What locations might use more water than others? - How does water affect life? - How much water does the UK use compared to other countries? - How is water used in farming and creating our food? 	<p>Non-<u>Chron</u> Template for LA Students</p> <p>Access to ICT and/or Sources of information</p>	





Subject Specific Vocabulary	
Water Cycle	The process by which water circulates between the ocean, rivers, atmosphere and land.
Recycling	The action or process of changing waste back into a useable product or resource.
Evaporation	The process of liquid turning into vapour.
Precipitation	Rain, snow, sleet or hail that falls to or condenses on the ground.
Desert	A waterless, desolate area of land that has little vegetation and low rainfall.
Drought	A prolonged period of low rainfall which leads to a shortage of water.
Wastewater	Polluted water that has been used by humans and is sometimes called sewage.
Impermeable	Something that will not allow fluid to pass through it.
Water Source	A place which supplies water and from which water can be collected.

Sticky Knowledge	
<input type="checkbox"/>	The start of a river is called the source and the end is called the mouth.
<input type="checkbox"/>	2.1 Billion people (29% of the world) do not have access to clean and safe drinking water.
<input type="checkbox"/>	It takes a hundred buckets of water to create a loaf of bread and six buckets of water to grow one potato.
<input type="checkbox"/>	25% of the worlds fresh water supply is used to grow food that will never be eaten and sent to landfill.
<input type="checkbox"/>	Around two thirds of the worlds water is in polar ice caps and glaciers.

[illegible]

Example lesson

QUESTION MATRIX	IS? DOES?	HAS? DID? WAS?	CAN?	SHOULD?	WOULD? COULD?	Ask better questions...
	PRESENT	PAST	POSSIBILITY	OPINION	PROBABILITY	PREDICTION IMAGINATION
WHAT? EVENT						
WHERE? PLACE						
WHEN? TIME						
WHICH? CHOICE						
WHO? PERSON						
WHY? REASON						
HOW? MEANING						

insert picture/ video/ quote

VOCABULARY



healthy



hygiene



nutrition



exercise



diet



offspring

survival



Date:

Geography LI:

English LI:

Steps to Success:

- 1.
- 2.
- 3.
- 4.

Now you know the Learning Intention and Success Criteria, what Sustainable Development Goals do you think will be addressed in this lesson? How do you know?



Date:

Geography LI:

English LI:

Steps to Success:

- 1.
- 2.
- 3.
- 4.

REFLECTION

What is one thing you have learnt today?

Have we achieved success? How do you know?

Why are we learning this?

Does this link to any other subjects?

Is there anything that you do not know that you want to know?



SMSC Values

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

British Values

The social development of pupils is shown by their acceptance and engagement with the fundamental British values for pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain:

Democracy

The rule of law

Individual liberty

mutual respect and tolerance of those with different faiths and beliefs

UN Sustainable Development goals



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Industry and infrastructure



Reduced inequalities



Sustainable cities & communities



Responsible consumption & production



Climate Action



Life below water



Life on land



Peace, justice & strong institutions



Partnerships



Assemblies linked to SDG's

Whole school assembly themes (Autumn 1)

Theme	School values/PSHE/ SMSC/ British Values/ SDG link
ack (including everyone's right to an education UN goal) ind children of our school vision, values and expectations & UN ty goal. Share experiences of education around the world. nning of school year	Athletes' spirit, Peacemakers' spirit, Recognise right and wrong, respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views, participate in the local community, appreciate diverse viewpoints, Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity, The rule of law, mutual respect and tolerance of those with different faiths and beliefs, Quality education
ne time! t do we have to play with? How do we play with it? Who have been tions?	Warriors' spirit Peacemakers' spirit Team spirit Athletes' spirit respect feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views; Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. participate in culture opportunities; understand, accept, respect and celebrate diversity. Democracy The rule of law Individual liberty mutual respect and tolerance Good health & wellbeing Quality education Gender equality Affordable and clean energy Industry and infrastructure Reduced inequalities Sustainable cities & communities Responsible consumption & production Life on land Partnerships
aviour charter	Team spirit, Peacemakers' spirit, Athletes' spirit, Recognise right and wrong, respect the law, understand consequences, resolve conflict, engage with the 'British values' of Democracy, The rule of law, Quality education
4 AL/ NC What: Stay on Green When: All the time	Athletes' spirit, Explorers' spirit, understand consequences, participate in the local community, Good health & wellbeing, Affordable and clean energy, Climate Action, Life on land
5 KH What: The importance of walking to school: health, environment, social, etc	
6 NJ What: Time to celebrate poetry!	
Black History Month When: October What: An annual celebration recognising the achievements of Black History	Peacemakers' spirit, Explore beliefs and experience, respect faiths, feelings and values, enjoy learning about oneself, others and the surrounding world, reflect, Recognise right and wrong, understand consequences, investigate moral and ethical issues, offer reasoned views, participate in the local community, appreciate diverse viewpoints, Appreciate cultural influences, participate in culture opportunities, understand, accept, respect and celebrate diversity, Individual liberty, mutual respect, Peace, justice & strong institutions
7 AL Harvest When: October What: The Harvest Festival occurs on the Sunday nearest to the appearance of the harvest moon. This is the full moon that appears closest to the autumn equinox, which is usually at the end of September or the beginning of November.	understand consequences; investigate moral and ethical issues; participate in the local community; Appreciate cultural influences; participate in culture opportunities; No poverty Zero hunger Good health & wellbeing Responsible consumption & production Climate Action Life on land Partnerships
8 AP Attendance When: All the time! What: Why is it important to come to school all the time? What is the impact of being late? What do we get in return for coming every day?	Athletes' spirit, Team spirit, reflect, Recognise right and wrong, respect the law, understand consequences, offer reasoned views, Use a range of social skills, participate, volunteer and cooperate, Quality education

Link schools

- Nepal
- The Little Flower School
- 3 days Kathmandu, 5 days Chitwan National Park
- Project based learning up until the visit: *‘who am I?’ videos, photography units, creating a ‘culture in a box’*
- Project base learning during the visit: looking at SDG 15 to compare life on land in Nepal Vs England
 - National Park Vs inner city London
 - Animals and habitats
 - Education and schooling
- Teachers will go the term before their Geography unit so they are fully equipped and excited about the topic they are teaching, essentially improving QFT

hape	(1) Consolidation	Problem so Measure Consolidati
	Living things and their habitats (on land) – What wildlife do you find in Nepal?  	Everyday M 
	Identity & Belonging  	Laycock's e (aspirations What do I



Child voice

I know how to keep our world safe and healthy. One of them is looking after life in the water by not littering and recycling

When we discuss the United Nations Goals in class, it makes me think about what I can do to help

Our assemblies talk about the sustainability goals. Last week we had a Science assembly all about healthy lifestyles.



How have we used Connecting Classrooms to help us achieve all of this?

When we discuss the United Nations Goals in class, it makes me think about what I can do to help

Overall school development plan/ priorities

PRIORITY AREAS & SUCCESS CRITERIA
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