



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 2	Topic Title/Theme: Emergency	Term: Autumn
Entry Point: Map symbol hunt where children are given a sheet with items within our schools grounds. They have to find the matching item and locate the map symbol for it, adding it to their sheet.	Exit Point: Showcase for parents/carers.	Visits/Visitors or Special Arrangements: Trip to the Angel Visit from an emergency service - Fire brigade St Mary's Heritage Centre – Great Fire of Gateshead/Newcastle Visit from Rev. Mark Worthington
Topic Overview: Children will learn about our area developing map skills to help them better understand the make-up of the area they live in. they will learn about the Angel of the North and create their own maps. Children will explore different drawing techniques and will use these skills to create a drawing of the Angel of The North. Children will then learn about the great fire of Gateshead and follow this by making an emergency vehicle with axels.		Outdoor Learning: <ul style="list-style-type: none"> Animals and their habitats. Subjects taught on a weekly basis: <ul style="list-style-type: none"> Physical Education Music Computing

Curriculum Drivers

Growth	Possibilities	Health	Community
compassionate, well-rounded, adaptable, Numerate, literate, moral, learns from mistakes, patient, realistic confident, independent, knowledgeable,	open-minded, ambitious, able to communicate, inquisitive, curious, brave, inspirational, willing to have a go, imaginative,	Healthy, resilient, creative, comfortable Reflective, accepting, thriving, positive, self-belief, safe, happy,	Collaborative, considerate, responsible, polite, follows rules, respectful, understanding, caring, kind, trustworthy, sociable,
Children should develop socially, morally, spiritually and physically in positive ways. There should be a developing acceptance of how there are many ways to live and how the differences make us unique and important. Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live and be able to adapt to ever-changing contexts.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for them on a daily basis but as they mature and become adults.	All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood. They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	Children should develop an understanding of the importance of community and what it means to be a positive member of a community on a local scale (in their class, school, local area) and on a more global scale, including what it means to use the internet safely and how their actions can have a lasting impact for others. They should also learn about different religious communities.

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
Science	Geography	Geography	Art	Art	RE	Science	History	History	DT	DT	PSE
Living Things and their habitats	Local area Geography - Map Skills – use aerial photos create maps using symbols (The Angel) Human/Physical, walk to the angel – create own maps of journey.		Drawing – still life and mark making		Christianity	Living Things and their habitats	Great fire of Gateshead – significant local event and Guy Fawkes – Significant individual in history		Make vehicle using axels		Travel to school? Fire service visit?

Science			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<ul style="list-style-type: none"> • Make relevant observations • Give simple reasons and explanations for what they have seen • Begin to use cause and effect in their explanations, and some scientific vocabulary • Use tallies to count in surveys • Use simple tables and charts 	Produce a habitat for the animals found in the school grounds. Combine text and image – a photo of what they have made with an explanation.	<ul style="list-style-type: none"> • Pictures • Magnifying glasses • Minibeast collectors
		Writing Opportunity	
		An explanation text about how a food chain works.	
Key Questions / Learning Journey Steps		Activity	
What are the differences between things that are living, dead, and things that have never been alive?		<ul style="list-style-type: none"> • Using 3 trays, collect and sort objects from outside. As a class, discuss the features of objects collected, which are living, dead and never been alive 	
What are the features of a habitat?		<ul style="list-style-type: none"> • Look at ppt to introduce habitats. In groups, choose 2 habitats and describe their features and animals that live there. Stick pictures and label. Sing habitat song 	
How are animals suited to their habitat?		<ul style="list-style-type: none"> • Discuss how most animals are suited to the habitat that they live in. • Use videos to show children animals in their habitats – e.g. in the sea, Arctic etc. • Children stick in pictures and describe adaptations 	
What can we do to help wild animals?		<ul style="list-style-type: none"> • Discuss what animals need from their habitats in order to survive • Identify ways in which their habitats are being damaged or destroyed • Create a habitat for a chosen wild animal e.g. bug hotel 	
How do animals get their food?		<ul style="list-style-type: none"> • Identify where animals get their food from in different habitats and introduce food chains • Introduce and display vocabulary • Play the food chain matching game 	
What is a food chain?		<ul style="list-style-type: none"> • Draw food chains for different habitats and use scientific vocabulary to label them • Draw own food chains and label 	
Growth	Possibilities	Health	Community
Children will learn to care for the environment and the living things within it.	Regardless of gender, anyone can become a scientist.	Children will understand what they should and shouldn't touch in the environment.	Children will understand the habitats within their local community.
Relevant RRSA Article	Article 29: Goals of Education - 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.		

Geography			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> Ask simple geographical questions Identify features on a map Draw simple maps and plans, sometimes with keys Recognise human and physical features of places Express views about local area and environment 	Map of the school grounds.	<ul style="list-style-type: none"> Map symbols Websites with rhymes Aerial photographs Google earth Adults to support visit
		Writing Opportunity	
		Write an information texts about the human and physical features in our local environment.	
Key Questions / Learning Journey Steps		Activity	
Entry point: What do map symbols mean?		<ul style="list-style-type: none"> Entry point activity – see above. 	
What are compass points?		<ul style="list-style-type: none"> Introduce chn to rhymes to remember compass points. Play games where chn follow directions. Create a map of the school grounds using symbols and compass points for directions. 	
Where is our school?		<ul style="list-style-type: none"> Use ariel photographs and google earth to locate our school and its surroundings. Discuss differences between old and new. 	
What are the human and physical features of the local environment?		<ul style="list-style-type: none"> Teach human and physical features. Using the photographs again, can chn identify them on a map of the local area? 	
What is a famous local landmark?		<ul style="list-style-type: none"> Visit to The Angel of the North – make a sketch. Possible picnic weather dependent. 	

Growth	Possibilities	Health	Community
Children will learn to appreciate the natural and physical features of our local environment and discover more about some of our local landmarks.	Children will learn that local can have an impact on their environment.	Children will learn the importance of having a mixture of physical and human features in an environment.	Children will understand the importance of a school community.
Relevant RRSA Article	Article 13 – freedom of expression. Every child must be free to express their thoughts and opinions and the access all kinds of information as long as it is within the law.		

Art			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists. To use drawing to develop their ideas, experiences and imagination. 	<ul style="list-style-type: none"> Investigate pattern and shape in the environment Identify different ways to express ideas Select the best materials for the job Explore ideas and change what they've done to give a better result Describe what they think or feel about their own and others' work Use a range of pens, pencils, pastels and charcoal. Make a variety of lines using different sizes and thicknesses. 	<p>A sketch of the angel of the North.</p> <hr/> <p>Writing Opportunity</p> <hr/> <p>Evaluation of their final drawing.</p>	<ul style="list-style-type: none"> Music A range of media Video of drone Images of the angel from different angles Different colours and weights of paper
Key Questions / Learning Journey Steps		Activity	
How can mark making represent mood?		<ul style="list-style-type: none"> Play children 3 different pieces of music and allow them to explore different mark making skills and colours to represent the piece of music. 	
How can I improve my work?		<ul style="list-style-type: none"> Model the different marks. In pairs, merge the ideas together to create a final piece for 1 bit of music. 	
How can I represent the angel in different ways?		<ul style="list-style-type: none"> Show the children the drone video where it explores the angel from different perspectives. Give children images of the angel for them to create an observational drawing. 	
How can I compare my work to others?		<ul style="list-style-type: none"> Children to evaluate their work. 	
Growth	Possibilities	Health	Community
Children will work well with a partner showing compassion when comparing their work.	Children will learn that different people express themselves in different ways.	Children will learn how music can affect mood.	Children will be respectful to others when they are comparing their work and work collaboratively.
Relevant RRSA Article	Article 13 – freedom of expression. Every child must be free to express their thoughts and opinions and the access all kinds of information as long as it is within the law.		

RE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
People, places and practices - Types of prayer/principal prayers (e.g. The Jesus prayer, The Lord's Prayer, The Nicene Creed, The Apostles Creed). - Services and sacraments (Mass and Marriage)	They can talk about how religion is expressed in different ways and can explain the meanings of some religious symbols and rituals.	Hold class wedding ceremony including the Lord's prayer.	The Church PP (Twinkl) Meaning of the Lord's Prayer PP (Twinkl)
		Writing Opportunity	
		Write own prayer.	
Key Questions / Learning Journey Steps		Activity	
What occasions do followers of this religion celebrate?		Services and sacraments – Mass and Marriage - Pupils share own experience of weddings. - Look at Christian wedding – clothes worn, special foods eaten, Church, rings, promises made etc. - Learn about the 4 sections of Mass (wedding mass)	
How do followers of this religion worship?		Recap 'The Church' – Why do people go to Church? (Focus on: to pray, to worship, to get married) Types of prayer - Why is praying important to Christians? - Where do they pray and how? - Share The Jesus Prayer, The Nicene Creed and The Apostles Creed. - Meaning of the Lord's Prayer - Write your own prayer.	
How do followers of this religion celebrate Marriage?		- Design and make own wedding cakes in groups. - Make wedding invitations. - Act out wedding including the wedding mass.	
Growth	Possibilities	Health	Community
Children should develop an understanding of how marriage is celebrated in the Christian church. They will learn about how Christians worship through mass.	Children will understand that they could choose to be a Christian and that one day they may choose to get married.	Children will understand how celebrations bring families together and this is a happy time.	Children will understand the importance of being a member of a religious community and celebrating together as a church community.
Relevant RRSA Article	Article 14: Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights.		

History				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
<ul style="list-style-type: none"> Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Identify old and new from pictures. Listen to stories from the past. Identify some differences between past and present. Ask further questions about what they have heard or seen. Know some of the main events and people studied in a topic. Use simple words and phrases to describe the past. 	Report about the fire.	<ul style="list-style-type: none"> Trip to St Mary's Heritage centre. Videos and images Fire service visit 	
		Writing Opportunity		
		Diary entry.		
Key Questions / Learning Journey Steps		Activity		
Why did the fire start?		<ul style="list-style-type: none"> Visit to St Mary's Heritage centre Create reports as if they were at the fire when it broke out. Visit from the fire service. Learn about bonfire night and Guy Fawkes. Possible ideas Firework painting Wanted poster		
What were the results of the fire?				
How are fires dealt with today?				
Why do we celebrate bonfire night?				
Growth	Possibilities	Health	Community	
Children will learn about significant events in our local history	Children will be given opportunities to ask questions and experience what it was like at the time of the fire	Children will learn why the emergency services are important for our safety	Children will learn the importance of acting responsibly in their local community.	
Relevant RRSA Article	Article 6 – Life, survival and development Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.			

DT			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	<ul style="list-style-type: none"> • Use wheels and axels in plans • Use plans to show how to put ideas in practice • Draw pictures with labels and some text • Practice skills before using them • Select tools and techniques appropriate to the job. • Talk about how moving objects work • Recognise what they have done well and talk about what could be improved 	Create a fire engine with working wheels.	<ul style="list-style-type: none"> • Cardboard boxes • Wooden wheels • Dowling rods • Selotape • Glue • Decorative supplies
		Writing Opportunity	
		Evaluation	
Key Questions / Learning Journey Steps		Activity	
What types of vehicles are used in an emergency?		<ul style="list-style-type: none"> • Explore a range of emergency vehicles. • Look at their features and compare. 	
What does a fire engine need?		<ul style="list-style-type: none"> • Design own fire engine. 	
Does my product work?		<ul style="list-style-type: none"> • Make own fire engine. • Write an evaluation. 	
Growth	Possibilities	Health	Community
Children should learn that we have emergency services now that we didn't have in the past.	Children should learn about the job roles within the emergency services.	Children should learn that the emergency services are to keep up safe.	Children should learn about how to act responsibly within their community.
Relevant RRSA Article	Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.		

PSE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education	N/A	Children will begin to understand the role of the local community, the importance of sharing and that everyone has a responsibility to consider the needs of others. They will also learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe.	<ul style="list-style-type: none"> See Dimensions individual lesson resources.
		Writing Opportunity	
		Write a class pledge about the local community	
Key Questions / Learning Journey Steps		Activity	
How can we successfully work together?		<ul style="list-style-type: none"> PSE Core 3 Unit 1 Ln2: Rules, Expectations Class Charter PSE Core 3 Unit 2 Ln 1: Our School - Common Goals PSE Core 3 Unit 2 LESSON 4: Local Citizenship Our Local Area 	
Why is it important to be part of a community?		<ul style="list-style-type: none"> PSE Core 3 Unit 2 LESSON 2: Belonging - I Belong ... PSE Core 3 Unit 2 LESSON 3: Belonging - Join Our Club! PSE Core 3 Unit 2 LESSON 5: Local Citizenship Community Care 	
Why is it important to have and follow rules?		<ul style="list-style-type: none"> PSE Core 3 Unit 1 Ln 1: Rules/ Expectations We Expect. PSE Core 3 Unit 1 Ln 3: Taking Turns - It's Your Turn! 	
Why is it important to take responsibility for my actions?		<ul style="list-style-type: none"> PSE Core 1 Unit 5 LESSON 2: Road Safety – Green X Code PSE Core 1 Unit 3 Ln 5: Responsibility - Who's at Fault? 	
Why is it important to share?		<ul style="list-style-type: none"> PSE Core 3 Unit 1 Ln 4: Lending / Borrowing - The Borrowers PSE Core 3 Unit 1 Ln 5: Sharing - Share the Booty 	
Growth	Possibilities	Health	Community
Children should learn the importance of community and about taking responsibility.	Children should learn that there are lots of activities they can get involved in within their local community.	Children should learn that it is healthy to talk to trusted grown-ups if they feel worried or sad.	Children should learn the importance of belonging to a community.
Relevant RRSA Article	Article 7: Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.		

PE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> Perform dances using simple movement patterns 	<ul style="list-style-type: none"> Explore, copy and repeat simple skills and actions Copy and remember actions in a sequence Begin to move with increasing control and care Begin to use rhythm in dance Make a short dance sequence by putting some movements together 	Perform a dance to the class	<ul style="list-style-type: none"> Music Videos
		Writing Opportunity	
		N/A	
Key Questions / Learning Journey Steps		Activity	
How does the beat affect our movements?		<ul style="list-style-type: none"> Play different types of music for children to move to the beat/pulse. Discuss different ways of moving and reasoning for choice. 	
Can I copy movements carefully?		<ul style="list-style-type: none"> Introduce a new piece of music. Children to think of and share some moves that could go with this music Pair children up and play shadows (1 person copy) 	
How can I link movements together?		<ul style="list-style-type: none"> Put children into groups of 4. Play music again (slow song – poss Jess Glynn I'll be there) Children to start creating dance. 	
How can I change direction and height?		<ul style="list-style-type: none"> How can we add changes in height? How can we add changes in direction? 	
How do I show an awareness of the audience when performing?		<ul style="list-style-type: none"> Perform to the class and verbally evaluate. 	
Growth	Possibilities	Health	Community
Children should learn the importance of exercise and its effect on your body.	Children should be exposed to different forms/genres of dance.	Children should have the opportunity to take part in activities which improve their health.	Children should have the opportunity to work with a coach from a local dance school and find out about clubs available in the local area.
Relevant RRSA Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

PE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> Master basic movements including throwing and catching as well as developing balance, agility and coordination. 	<ul style="list-style-type: none"> Throw a ball, not always with accuracy. Understand the importance of stopping a ball in different ways. Begin to be able to work with a partner. Start to link skills and actions within simple games. 	Play a simple throwing and catching game.	<ul style="list-style-type: none"> Bean bags Varied ball selection Quoit Twinkl planning (Year 2 throwing and catching)
		Writing Opportunity	
		N/A	
Key Questions / Learning Journey Steps		Activity	
How can I roll and stop a ball?		<ul style="list-style-type: none"> Roll the ball/quoit along a line Roll the ball/quoit between two skipping ropes and stop it between 2 hands. Roll the ball/quoit into a hoop. 	
How do I bounce a ball?		<ul style="list-style-type: none"> Children to experiment with different balls. Can they bounce and catch it / move around / bounce higher or lower? Play follow the leader bouncing balls. Wiggly relay. 	
What is the best technique to catch a ball?		<ul style="list-style-type: none"> Demonstrate different ways to catch. Circuit of activities with task cards. 	
Can I throw and catch with a partner?		<ul style="list-style-type: none"> Throw and catch with partner. Use differentiation cards to make easier/harder. 	
What is the best way to bounce a ball to a partner?		<ul style="list-style-type: none"> Model passing to a partner. Give children challenges and ask them to explain which was easier and why. Partner pass. Obstacle course. 	
Can I pitch a quoit sideways?		<ul style="list-style-type: none"> Teach new technique. Throw to a target. Throw to a partner. 	
Growth	Possibilities	Health	Community
Children should learn the importance of exercise and its effect on your body.	Children should be exposed to a range of games they could play at other times.	Children should have the opportunity to take part in activities which improve their health.	Children should understand that there are a range of clubs available within the community that they could join.
Relevant RRSa Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

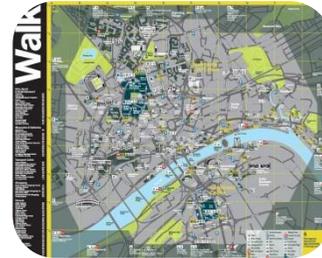
Music (Y2)			
National Curriculum	National Curriculum	National Curriculum	National Curriculum
<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes Make sequences of sounds and combine sounds for different purposes 	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes Make sequences of sounds and combine sounds for different purposes 	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes Make sequences of sounds and combine sounds for different purposes 	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes Make sequences of sounds and combine sounds for different purposes
Key Questions / Learning Journey Steps		Key Questions / Learning Journey Steps	
What type/ genre of music is this?		<ul style="list-style-type: none"> Warm up games Listen to Ho, ho, ho – give the children time to listen and appraise. What can you hear? What do you like about it? How does it make you feel? Can you find the pulse? Explore the song and begin to learn. 	
How are the two songs similar?		<ul style="list-style-type: none"> Warm up games Listen to blame it on the boogie (Jackson 5). What can you hear? What do you like/dislike? Recap Ho, ho, ho and practice. Find the pulse, what instrument could we play? 	
What movements can we do to match the song?		<ul style="list-style-type: none"> Warm up games Sing the song from memory Add movements to the dance. 	
What instruments could we use?		<ul style="list-style-type: none"> Warm up games Practice singing the song Explore different instruments. 	
Can you use a recorder effectively?		<ul style="list-style-type: none"> Listen and appraise – bring him back home. Discuss the similarities and differences. Discuss instruments. Begin to play the recorder. 	
What could we use instead of an instrument to make sounds ?		<ul style="list-style-type: none"> Warm up games Listen and appraise ‘Sir Duke’. 	
Final performance.		<ul style="list-style-type: none"> Sing the song and play recorders as part of the final performance. Some children using recorders. 	
Growth	Possibilities	Health	Community
Children will begin to listen and appraise music from other cultures. This will allow them to develop their knowledge of the world around them.	Giving children the opportunity to listen to music from around the world will broaden their choices and allow differences to be explored.		Providing the children with the opportunity to learn and appreciate songs from other cultures will allow them to share these experiences with other’s and spread knowledge.
Relevant RRSA Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

Computing			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Pupils should be taught to use technology purposefully to create digital content.	<ul style="list-style-type: none"> I can use the keyboard on my device to add, delete and space text for others to read. I can save and open files on the device I use. 	<ul style="list-style-type: none"> Type with two hands. Use shift, space and enter correctly. Use undo and redo. Make text bold, italic or underline Save their work in their folder and retrieve it again. Edit text using backspace, delete and the arrow keys. Format the font. Children to save a piece of work at the end of the unit to show key skills achieved. 	<ul style="list-style-type: none"> Purple Mash Microsoft Word Word Pad-(this is a simpler version of Microsoft Word. Ikon can be found on desktop. Twinkl Planit -Year 1 Word Processing Skills unit Purple mash Y3 touch typing Unit ICT planning
		Writing Opportunity	
		Children produce a piece of work on the computer linked to their topic.	
Key Questions / Learning Journey Steps		Activity	
Why are passwords important?		<ul style="list-style-type: none"> E-safety lesson on passwords 	
How do I open a word document? How do I type a capital letter?		<ul style="list-style-type: none"> Show children how to open a word document. Children to try this and begin to type simple sentences about themselves. Children to be shown how to type a capital letter? 	
How do I save a file?		<ul style="list-style-type: none"> Children to open a word document and write some sentences linked to topic. Show children how to save this document and have them do the same. 	
How can I edit and improve my work?		<ul style="list-style-type: none"> Give children a word document with mistakes in. Correct errors using backspace button and arrow keys. Correct errors using undo and redo buttons. Make changes by highlighting. 	
Growth	Possibilities	Health	Community
Children should learn to become independent using a word processor.	Children should learn it is possible to communicate through ICT.	Children should learn it is not healthy to spend too much time on computers and technology. They should learn about the importance of passwords.	Children should learn about the public drive where children in the school community save and share documents.
Relevant RRSa Article	Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information as long as it is within the law.		

Computing Autumn 2			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	To introduce algorithms. To use Repeat and Timer commands. Debugging. To explore the possible actions of different types of objects. To create a more complex program to retell a story, using 2Code.	To create a more complex program to retell a story, using 2Code.	Purple Mash unit 2.1 Coding Children use 2code to make a more complex program to retell a story, using 2Code.
		Writing Opportunity	
		Lesson 5 It would be a good idea for the children to spend some time planning their story for this program in a Literacy/topic lesson. The storyboards saved in Purple Mash resources for this unit could be used for this.	
Key Questions / Learning Journey Steps		Activity	
How can I stay safe online?		<ul style="list-style-type: none"> E-safety lesson on digiduck. 	
Children can explain that an algorithm is a set of instructions. <ul style="list-style-type: none"> Children can explain that for the computer to make something happen, it needs to follow clear instructions. Children can show their computer program and point out the algorithms they created. 		<ul style="list-style-type: none"> Free code chimp – write instructions to make something happen 	
<ul style="list-style-type: none"> Children can explain how to use the following terms in a computer program: Command, Repeat, Input, Output, Event, Collision Detection and Timer. 		<ul style="list-style-type: none"> Free code chimp - Children create a computer program including at least four of the above new coding vocabulary terms. 	
Children can explain what debug (debugging) means. <ul style="list-style-type: none"> Children can explain what they did so that their computer program did not work. . 		<ul style="list-style-type: none"> Children use 2code programs on purple mash to debug simple programs. 	
<ul style="list-style-type: none"> Children can predict what the objects in classmates' programs will do, based on my knowledge of the objects' limitations, e.g. a turtle can only move in specific ways. Children can explain how they know that certain objects can only move in certain ways 		<ul style="list-style-type: none"> Using free code chimp children create a computer program using different objects. 	
Children can plan and use algorithms in programs successfully to achieve an end result. <ul style="list-style-type: none"> Children can code a program using a variety of objects, actions, events and outputs successfully. 		<ul style="list-style-type: none"> Using Free code chimp Children plan and use algorithms in programs successfully to achieve an end result. 	

Growth	Possibilities	Health	Community
Children should learn to become independent using a word processor.	Children should learn it is possible to communicate through ICT.	Children should learn it is not healthy to spend too much time on computers and technology. They should learn about the importance of passwords.	Children should learn about the public drive where children in the school community save and share documents.
Relevant RRSA Article		Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information as long as it is within the law.	

Emergency!



"It wasn't raining when Noah built the ark."

Howard Ruff

"By failing to prepare, you are preparing to fail."

Benjamin Franklin

