



# Harlow Green Primary School

## National Curriculum Medium Term Planning

<b>Year Group:</b> 4	<b>Topic Title/Theme:</b> An Englishman's Home is his Castle (communities)	<b>Term:</b> Autumn
<b>Entry Point:</b> Children design their ideal home. Present to the class, explaining how it gives them everything they need.	<b>Exit Point:</b> Showcase to parents.	<b>Visits/Visitors or Special Arrangements:</b> Visitors - Vikings and Anglo Saxons. Visit to Angel of the North/Saltwell Park
<b>Topic Overview:</b> Children will learn about how people lived in England in the past and understand how this was affected by the invasion of the Vikings. They will then study how settlements and land uses have developed throughout history and examine how landscapes are portrayed through the art of John Brunson. To understand the importance of having somewhere safe to live, they will design an intruder alarm in DT and study the features of living things within different habitats in Science. In PSE they will think about what makes a home safe.		<b>Outdoor Learning:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>Subjects taught on a weekly basis:</b> <ul style="list-style-type: none"> <li>Physical Education</li> <li>Music</li> <li>MFL</li> <li>Computing</li> <li>Science</li> </ul>

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	Wk13	Wk14	Wk15
PSE	Science	History	History	RE	RE	DT	Science	Geography	Geography	Art	Art	PSE	Christmas	Christmas
Transition	Electricity	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Christianity - Christ as the Messiah including miracles		Alarms against invaders (electricity project)	Living things and their habitats	UK Geography - settlements and land use		Drawing - John Brunson (UK landscapes)		Right to have somewhere safe to live		
	PE			Music			MFL			Computing				

PSE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>To know the rights and responsibilities that all children are entitled to.</li> </ul>		Display work linked to rights.	<ul style="list-style-type: none"> <li>Promise box</li> <li>Jigsaw template</li> <li>Job application form</li> <li>Megaphone template</li> </ul>
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
What can you do to make year 4 as successful and enjoyable as possible?		<ul style="list-style-type: none"> <li>Look at the class charter from transition week and talk about the things they need to do to follow these rules. Write on post-it notes. Remind children about school rules and expectations about behavior around school, during break and lunchtimes. Children to make a promise for year 4 linked to one of the rules. Place in decorated 'promise' box to be looked at throughout the year.</li> </ul>	
What are your interests and skills?		<ul style="list-style-type: none"> <li>Share what the childrens' interests are and the things they think they are good at. Complete jigsaw pieces with information and images about themselves.</li> </ul>	
What could you contribute to our classroom?		<ul style="list-style-type: none"> <li>Make a list of jobs that need doing in the classroom. Identify the skills needed to do them. Complete job application forms.</li> </ul>	
What are your rights?		<ul style="list-style-type: none"> <li>Look at article 12 and discuss what it means. Discuss what everyone needs to do to enjoy this right. Make paper megaphones. Decorate with statements about what they need to do and what adults need to do.</li> </ul>	
How can you stay safe when using ICT and the internet?		<ul style="list-style-type: none"> <li>PSE Core 1 Unit 6 Ln 1: E-Safety – Online Chat</li> </ul>	
How do you recognise the difference between isolated hostile incidents and bullying? What is self-esteem is and why it is important? What is 'resilience' and 'persistence' and why are these traits important? How can you recognise bullying behavior?		<ul style="list-style-type: none"> <li>PSE Core 2 Unit 3 Ln 1: Reactions - Frustration</li> <li>PSE Core 2 Unit 3 Ln 2: Self-Worth – I'm a Marvel!</li> <li>PSE Core 2 Unit 3 Ln 3: Persistence and Resilience – Don't Give Up</li> <li>PSE Core 2 Unit 3 Ln 4: Negative Persistence – Over and Over</li> </ul>	
Growth	Possibilities	Health	Community
Develop understanding of the need to follow rules and that their actions affect others.		Recognise what they need to be happy and feel safe and that they have rights.	Know the importance of rules within a community.
Relevant RRSA Article	Article 12: I have the right to voice my opinion and be listened to.		

Science			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>Identify common appliances that run on electricity.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul>	Construction of different types of switches that work in a circuit with a bulb and buzzer.	<ul style="list-style-type: none"> <li>circuit components</li> <li>materials for switches</li> </ul>
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
What is electricity and how is it made?		<ul style="list-style-type: none"> <li>Look at video explanations of what electricity is and how it is made. Prepare a script for own videos about how electricity is made and present to class.</li> </ul>	
How do we use electricity?		<ul style="list-style-type: none"> <li>Identify appliances that use electricity. Think about where the electricity comes from – mains or battery. Sort appliances in a Venn diagram.</li> </ul>	
How can we use electricity safely?		<ul style="list-style-type: none"> <li>Discuss and identify the dangers of electricity. Make safety posters with a list of rules that can be displayed in school.</li> </ul>	
How does electricity travel around a circuit?		<ul style="list-style-type: none"> <li>Look at how electricity needs to travel around a circuit and identify the basic components. Introduce basic circuit symbols and drawings. Build simple circuits to make a bulb light, buzzer buzz and motor spin. Draw and label circuits in books.</li> </ul>	
What does a circuit need to work?		<ul style="list-style-type: none"> <li>Identify what makes a circuit complete. Examine real circuits and diagrams to identify whether or not a bulb will light. Identify and explain which diagrams show a complete or incomplete circuit.</li> </ul>	
Which materials conduct electricity?		<ul style="list-style-type: none"> <li>Look at common conductors and insulators and their relevance in every day</li> </ul>	

		<p>life. Plan a fair test to identify materials that are conductors and insulators.</p> <ul style="list-style-type: none"> <li>• Carry out investigation and record results.</li> <li>• Discuss results as a class and draw conclusions. Write a conclusion for their report and evaluate its fairness.</li> </ul>	
How do switches work?		<ul style="list-style-type: none"> <li>• Examine different types of switches and discuss their possible uses in everyday life. Make their own versions of different switches using everyday objects/materials.</li> </ul>	
<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Understand the importance of electricity in modern day life.		How to be safe when using electricity.	The importance of conserving electricity for the good of the environment.
<b>Relevant RRSA Article</b>	Article 28&29: I have the right to learn and go to school and be educated with no cost. Education must develop me as a person together with my ability so I become the best that I can be.		

History			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> </ul>	<ul style="list-style-type: none"> <li>• Support own point of view using evidence</li> <li>• Understand links between history and geography</li> <li>• Understand differences in social, religious, political and cultural history</li> <li>• Know some similarities and differences within a period of time</li> <li>• Use a full range of dates and historical terms</li> <li>• Use a time line to place events, periods and cultural Movements</li> <li>• Describe and make links between events and changes</li> </ul>	Explain what the Vikings were like and how they lived from different artefacts.	<ul style="list-style-type: none"> <li>• atlases/maps</li> <li>• iPads</li> <li>• masks/costumes</li> <li>• Viking artefacts</li> </ul>
		<b>Writing Opportunity</b> <ul style="list-style-type: none"> <li>• Thought bubbles</li> <li>• Diary entry</li> <li>• Fact file</li> </ul>	
Key Questions / Learning Journey Steps		Activity	
Who were the Vikings Why did they invade Britain?		<ul style="list-style-type: none"> <li>• Introduction to Vikings and share what they already know. Make a Viking long boat.</li> <li>• Identify where Vikings came from and parts of Britain conquered. Discuss why they invaded. Children colour and annotate maps of Britain and Europe to show where the Viking invaders came from and invaded.</li> </ul>	
When and where did the Vikings invade Britain?		<ul style="list-style-type: none"> <li>• Children research Viking names for places in Britain to find out what they mean and locate them on map of Britain. Add places to their map of Britain using a key.</li> <li>• Look at facts about how they travelled, where they first raided and why. Look at Viking timeline and discuss facts about their invasion. Children create timeline on a Viking sword.</li> </ul>	
How did the Vikings carry out their raids?		<ul style="list-style-type: none"> <li>• Look at information about Viking invaders. Compare and contrast the warriors, their weapons, how they carried out their raids to the farmers who came to settle. Children draw Viking warrior and farmer and label dress, tools and weapons. Write thought bubble about these Viking's thoughts and feelings.</li> </ul>	
How did the Anglo-Saxons resist the Viking invasions?		<ul style="list-style-type: none"> <li>• Look at Anglo-Saxon kings who ruled England during the invasion. Look at facts about how they resisted the invasion, discuss how they might have felt and compare how they reacted. Children to role play different Anglo-Saxon kings using masks.</li> </ul>	
How was Viking life different to Anglo-Saxon life?		<ul style="list-style-type: none"> <li>• Look at information about Viking houses, clothes, food, jobs etc. Match facts about daily life to Viking men, women and children. Design a Viking longhouse and describe.</li> </ul>	

Growth	Possibilities	Health	Community
Accept that people from different parts of the world live differently. To be inquisitive about different cultures and ways of living and why we live the way we do.	Know how historians work and to learn research skills.		Understand the importance of different roles within a community. To know how some conflicts can be resolved within communities.
<b>Relevant RRSA Article</b>	Article 28&29: I have the right to learn and go to school and be educated with no cost. Education must develop me as a person together with my ability so I become the best that I can be.		

RE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Principal beliefs <ul style="list-style-type: none"> <li>Christ as Messiah including miracles and their significance.</li> </ul> People, places and practices <ul style="list-style-type: none"> <li>Pilgrimage – places and their significance</li> </ul>	Explore Pupils use their expanding religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experience. They can describe some of the differences and similarities both within and between religions. They can talk about the impact of religion on people’s lives and can explain the meanings of some forms of religious expression Engage Pupils discuss fundamental questions about identity and belonging, about meaning and purpose in life, about values and commitment. They can recognise the implications and consequences attaching to making choices between right and wrong Reflect Pupils can apply their ideas about identity and commitment to their own and other people’s lives. They can say who and what influences and inspires them and can give reasons for their ideas. They can discuss their experience of living alongside people who have a different faith or point of view.	Create information text combining text and images to show the importance of Lourdes as a place including the story of how it became significant.	<ul style="list-style-type: none"> <li>Stories of miracles</li> <li>Information about Lourdes</li> </ul>
		<b>Writing Opportunity</b> Write a newspaper report about Jesus’ miracles. Write an information guide about pilgrimage to Lourdes.	
Key Questions / Learning Journey Steps		Activity	
<b>What do followers of this religion believe?</b> What are the teachings and miracles of Jesus?		<ul style="list-style-type: none"> <li>Read different miracle stories (water into wine, healing the sick, feeding the 5000) and discuss why Jesus performed them. Children role play the different miracles and present to the class in groups.</li> <li>Recap the stories and discuss which ones made the greatest impression on them and what they learnt. Children match miracle descriptions to meanings.</li> <li>Record summaries of different miracles into books as a mind map or cartoon strip.</li> </ul>	
<b>What do followers of this religion believe?</b> What is the effect Jesus had on the people around him then and now?		<ul style="list-style-type: none"> <li>Discuss how people might have felt about seeing these miracles. Did they believe them? How did they feel about Jesus? Write a newspaper report</li> </ul>	

		<p>about one of the miracles with quotes from witnesses.</p> <ul style="list-style-type: none"> <li>Look at reports of modern day miracles. What do people think their meaning is? Use the miracles of Jesus and the modern day to present what they have taught us about God and how we should live.</li> </ul>	
<p><b>How do followers of this religion live?</b> Why do Christians go on Pilgrimage and where do they go?</p>		<ul style="list-style-type: none"> <li>Introduce pilgrimage and the significance of some of the places visited. Create mind map about places that are special to them or places they go to when they need help.</li> <li>Look at the story of Bernadette and the miracle at Lourdes. In pairs discuss answers to questions about story. Discuss why people choose to visit Lourdes. Research facts about what people do on a pilgrimage to Lourdes.</li> <li>Children to write an information guide for going on a pilgrimage in Lourdes.</li> </ul>	
<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Children will learn about Jesus as a miracle worker and how this is what Christians believe. Children explore beliefs and faith.	Possibility of being a Christian and having a faith.	How faith can help people heal.	Lourdes as a place for healing the sick. Children will learn about how people help each other to travel to Lourdes and support each other as members of a religious community.
<b>Relevant RRSA Article</b>	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.		

DT			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li> <li>Select from and use a wider range of materials and components</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>	<ul style="list-style-type: none"> <li>Consider the way the product will be used</li> <li>Understand designs must meet a range of criteria and constraints</li> <li>Add electricity to create motion or make light</li> <li>Carry out tests before making improvements</li> </ul>	Construction of intruder alarm.	<ul style="list-style-type: none"> <li>Circuit components</li> <li>Conductive materials</li> </ul>
		<b>Writing Opportunity</b> Planning and evaluation.	
Key Questions / Learning Journey Steps		Activity	
How do intruder alarms work?		<ul style="list-style-type: none"> <li>Look at different types of intruder alarms and identify how they work. Draw a simple circuit diagram to show basic components. Begin to plan own design - sketch and describe location and kind of intruder alarm chosen for own home.</li> </ul>	
What materials and components will be needed?		<ul style="list-style-type: none"> <li>Complete planning for alarm design – equipment, method etc.</li> </ul>	
Was the design successful?		<ul style="list-style-type: none"> <li>Build the intruder alarm and test. Share different designs within class.</li> </ul>	
Was the design fit for purpose or could it be improved?		<ul style="list-style-type: none"> <li>Evaluate designs by identifying problems, solutions and improvements. Discuss which designs worked the best. Write evaluation.</li> </ul>	
Growth	Possibilities	Health	Community
Show patience and resilience when experiencing difficulties with construction of project.	Know how their electrical knowledge and skills could be applied in a future workplace.	Use equipment and tools safely.	
<b>Relevant RRSA Article</b>	Article 28&29: I have the right to learn and go to school and be educated with no cost. Education must develop me as a person together with my ability so I become the best that I can be.		

PE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>develop competence to excel in a broad range of physical activities</li> <li>are physically active for sustained periods of time</li> <li>engage in competitive sports and activities</li> <li>lead healthy, active lives</li> </ul>	<ul style="list-style-type: none"> <li>Strike, field, stop a ball with increasing control and accuracy</li> <li>Choose an appropriate speed to move a ball</li> <li>Begin to make use of space</li> </ul>	Play a competitive small sided game observing the rules.	<ul style="list-style-type: none"> <li>Uni-hoc stick and pucks</li> <li>cones</li> </ul>
		Writing Opportunity	
		n/a	
Key Questions / Learning Journey Steps		Activity	
How is a uni-hoc stick and puck used?		<ul style="list-style-type: none"> <li>Demonstrate how to hold a uni-hoc stick, then passing and stopping a ball. Children practice in pairs. Demonstrate using a puck and talk about how it moves differently. Children practice with a puck. Extend more able by doing it on the run.</li> </ul>	
How is a uni-hoc stick used to travel with the ball?		<ul style="list-style-type: none"> <li>Demonstrate dribbling with a ball. Children practice. Then demonstrate with the puck and children practice. Extend to dribbling around cones. More able to dribble and then pass in pairs, receive it back on the run.</li> </ul>	
How can an opponent be beaten?		<ul style="list-style-type: none"> <li>Demonstrate how to beat an opponent by dribbling and passing. Also demonstrate defending. Children practice with a partner 1v1. Play 2v2 small games with 2 dribbling and passing past 2 defenders and shooting at marked goals.</li> </ul>	
How can tackles be avoided?		<ul style="list-style-type: none"> <li>Demonstrate how to find space in game situations using the width of the pitch. Discuss how this helps to beat the defender. Set up games where players can't be tackled in wider areas.</li> </ul>	
What are the rules for a uni-hoc game?		<ul style="list-style-type: none"> <li>Explain the game rules for uni-hoc and recap skills they've learnt. Apply and practice skills in small sided games with marked goals.</li> </ul>	
		<ul style="list-style-type: none"> <li>Play a year group tournament. Assess children's skills as they play and referee their own games.</li> </ul>	
Growth	Possibilities	Health	Community
Develop new physical skills. Demonstrate patience and resilience in competitive game situations.	Possibility of taking up a new sport.	Improve fitness and coordination. Build self-confidence.	Play as part of a team understanding the importance of rules.
Relevant RRSA Article	Article 31: I have the right to relax, play and take part in a range of activities.		

Music			
<b>National Curriculum</b>	<b>Skills (Rainbow Continuum)</b>	<b>Overall Subject Outcome(s)</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they hear using a wider range of musical vocabulary</li> <li>Understand the relationship between lyrics and melody</li> <li>Use a range of dynamics, timbre and pitch in composition</li> </ul>	Perform own composition.  <b>Writing Opportunity</b> n/a	<ul style="list-style-type: none"> <li>Charanga scheme and music</li> <li>musical instruments</li> <li>paper and pencils.</li> </ul>
Key Questions / Learning Journey Steps		Activity	
Can you recognise the basic style indicators of ABBA's music?		<ul style="list-style-type: none"> <li>Listen to Mamma Mia, play games and sing song.</li> </ul>	
How do these songs compare? Can you improvise?		<ul style="list-style-type: none"> <li>Compare Mamma Mia and Dancing Queen. Sing song and improvise.</li> </ul>	
How do these songs compare? Can you improvise?		<ul style="list-style-type: none"> <li>Compare The Winner Takes it All and Mamma Mia. Continue to do some improvisation.</li> </ul>	
How do these songs compare? Can you accompany with instruments?		<ul style="list-style-type: none"> <li>Compare Waterloo and Mamma Mia. Accompany with glockenspiels.</li> </ul>	
How do these songs compare? Can you accompany with instruments?		<ul style="list-style-type: none"> <li>Compare Super Trouper and Mamma Mia and continue to accompany with glockenspiels.</li> </ul>	
How do these songs compare? Can you compose?		<ul style="list-style-type: none"> <li>Compare Thank You for the Music and Mamma Mia. Begin to compose.</li> </ul>	
Can you perform ?		<ul style="list-style-type: none"> <li>Practice and perform.</li> </ul>	
Growth	Possibilities	Health	Community
Chn will begin to appraise and listen to music from different genres. They will expand their musical knowledge.	Chn will develop their understanding of rock music from the past.		The chn will be able to share their knowledge of different genres and cultures with others.
<b>Relevant RRSA Article</b>	Article 28&29: I have the right to learn and go to school and be educated with no cost. Education must develop me as a person together with my ability so I become the best that I can be.		

MFL			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<p>The focus of study in modern languages will be on practical communication.</p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions</li> <li>write phrases from memory</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to each other and to adults</li> <li>Apply new phrases from reading to previous vocabulary and grammar</li> </ul>	<p>Children will learn how to discuss their family including names, age and hobbies.</p>	
		<p>Writing Opportunity</p>	
		<p>n/a</p>	
Key Questions / Learning Journey Steps		Activity	
<p>What French can you remember from last year?</p>		<ul style="list-style-type: none"> <li>Revision session to asses where chn are. Recap numbers to 20. Play number trace. Teach numbers 21-30. Use a ball – each person who gets the ball counts. They must know the following number in French. Revise days of the week.</li> </ul>	
<p>Who are your family members?</p>		<ul style="list-style-type: none"> <li>Children will learn to introduce their family. They will verbally introduce one family member each. Teacher to teach mother, father, grandma, grandad, aunty, uncle. Chn work in pairs, one child asks “qui est dans ta famille?” and the other child will reply.</li> </ul>	
<p>How many people are in your family?</p>		<ul style="list-style-type: none"> <li>Quick revision of numbers 1-30. Chn to discuss their family members and how many. Share the info with the class.</li> </ul>	
<p>What does your brother/ sister/ mother/ father enjoy?</p>		<ul style="list-style-type: none"> <li>Recap numbers. Chn to discuss what their family likes to do. Teach chn some verbs so that they can use them in context.</li> </ul>	
<p>How do you spell...?</p>		<ul style="list-style-type: none"> <li>Lesson focused on spelling French words. Spelling words from previous years and also words I will introduce this year.</li> </ul>	
Growth	Possibilities	Health	Community
<p>Children should develop knowledge of France and should increase their understanding of the world around them.</p>	<p>Children are given the opportunity to learn another language to be able to communicate with others.</p>	<p>Children should accept a new language and should show resilience when learning new skills.</p>	<p>Children will have an understanding of differences within the community and learn that there are many different languages. They will begin to develop their French to communicate with others.</p>
<p><b>Relevant RRSA Article</b></p>	<p>Article 28&amp;29: I have the right to learn and go to school and be educated with no cost. Education must develop me as a person together with my ability so I become the best that I can be.</p>		

## Computing

National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<p>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content.</p> <p>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p>	<p>I can choose a secure password when I am using a website/network.</p> <ul style="list-style-type: none"> <li>•select, edit and manipulate text in different ways</li> <li>•insert an image into a document.</li> <li>•format an image</li> <li>•use formatting tools to improve the layout</li> <li>•use the spellcheck tool</li> <li>•insert a simple table</li> <li>•change the size of the page</li> <li>•use some of the main keyboard shortcuts</li> <li>•suggest ways to improve a layout</li> <li>•apply specific effects to an image</li> <li>•use spell check</li> <li>•add or delete rows or columns in a table</li> <li>•suggest ways to change a table</li> <li>•type at an appropriate speed with two hands</li> <li>•choose a relevant website to link a document to and</li> <li>•create a hyperlink.</li> </ul>	<p>Children to generate their own secure password. This will be written on a card and given to Mr Hewitt to be recorded on a spreadsheet for reference. The passwords that the children create will become their personal login for the computer.</p> <p>I can change the appearance of text to increase its effectiveness.</p> <p>I can create, modify and present documents for a particular purpose.</p> <p>I can use a keyboard confidently and make use of a spellchecker to write and review my work.</p> <p>I can give constructive feedback to my friends to help them improve their work and refine my own work.</p>	<p><a href="https://digital-literacy.org.uk/">https://digital-literacy.org.uk/</a> Y4 Private and personal information Planit-Twinkl Internet safety Childnet CEOP View digital literacy resources y3 perfect passwords lesson</p> <p>Microsoft Word</p> <p>Twinkl Planit - Word Processing skills Year 4 unit</p>
		<b>Writing Opportunity</b>	
		Children produce a piece of work on the computer linked to their topic.	

Key Questions / Learning Journey Steps	Activity
How can you stay safe online?	<ul style="list-style-type: none"> <li>• Introductory questions to find out what they like doing online. Initial assessment of knowledge and understanding – list the possible dangers online and devices they use. Watch SMART rules videos and discuss. Create password.</li> </ul>
Can you format an image?	<ul style="list-style-type: none"> <li>• Work through 'Ingenious image's ppt about editing text, inserting and formatting images. Carry out cake sale poster activity.</li> <li>• Enter text and insert images for electricity safety poster.</li> </ul>
How can you use formatting tools to create an effective layout?	<ul style="list-style-type: none"> <li>• Work through the 'Learn the layout' ppt about how to change the layout. Use tools to alter and improve layout of safety poster.</li> </ul>
How can you check your spelling?	<ul style="list-style-type: none"> <li>• Work through the 'Super spelling' ppt about using spell check tools. Use spell check tools to check and correct safety poster.</li> </ul>
Can you change a page layout for a purpose?	<ul style="list-style-type: none"> <li>• Work through the 'Transform a layout' ppt. If necessary, change the orientation, size and layout by using the column tool, to complete final version of poster.</li> </ul>

Growth	Possibilities	Health	Community
Become confident and independent users of computers.	Learn new skills that will be useful in their futures lives and careers.	They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	
<b>Relevant RRSA Article</b>	Article 17: I have the right to be given safe and honest information that I can understand from newspapers television and radio.		

Science			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<ul style="list-style-type: none"> <li>Make systematic and careful observations and comparisons</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Provide explanations using scientific language</li> <li>Use precise scientific language</li> </ul>	Create classification keys to identify common plants and animals.	<ul style="list-style-type: none"> <li>Images of plants and animals</li> <li>Classification keys</li> </ul>
		Writing Opportunity	
		Descriptions of organisms' features.	
Key Questions / Learning Journey Steps		Activity	
How are living things identified?		<ul style="list-style-type: none"> <li>Discuss and identify the 7 life processes. In groups, describe and give examples for each process.</li> </ul>	
How are animals grouped by their features?		<ul style="list-style-type: none"> <li>Discuss how all living things are grouped. Put common plants and animals into groups based on their similarities and explain.</li> <li>Look at the classification groups for common animals. Match animal pictures to classification group descriptions by identifying features.</li> <li>Describe how animals are grouped by describing their common features.</li> <li>Illustrate descriptions showing features clearly.</li> </ul>	
How do classification keys work?		<ul style="list-style-type: none"> <li>Examine how classification keys work for common animals. Complete a classification key to identify individual animals.</li> </ul>	
Which questions are the most effective in classification keys?		<ul style="list-style-type: none"> <li>As a class, generate effective questions to separate and identify a group of animals. Create own classification keys for given animals.</li> </ul>	
How are plants grouped by their features?		<ul style="list-style-type: none"> <li>Learn about the classification groups for plants. Create own classification keys for given plants.</li> </ul>	
What plants and animals can be identified in our local area?		<ul style="list-style-type: none"> <li>Carry out a survey of the school grounds to identify plants and animals. Create own classification keys to identify them.</li> </ul>	
Growth	Possibilities	Health	Community
Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live			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,
<b>Relevant RRSA Article</b>	Article 28&29: I have the right to learn and go to school and be educated with no cost. Education must develop me as a person together with my ability so I become the best that I can be.		

Geography			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>Use four figure grid references to locate points on a map</li> <li>Begin to identify geographical patterns, and identify through aerial photographs</li> <li>Understand why people choose to live in contrasting areas</li> <li>Compares the lives of people in two different environments or places</li> <li>Consider the future of some physical and human features, based on an understanding of change</li> <li>Describe and begin to explain patterns and physical and human changes</li> <li>Describe how change can lead to similarities between different places</li> </ul>		<ul style="list-style-type: none"> <li>Trip to the Angel</li> </ul>
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
How is a map sketched?		<ul style="list-style-type: none"> <li>Show children a sketch map - can you give directions using it?</li> <li>Compare sketch map to google maps of same area.</li> <li>Use google maps to show children the area around school.</li> <li>What are the important landmarks near our school?</li> <li>Children to draw their own sketch map of the area around school.</li> </ul>	
How is a key used on a map?		<ul style="list-style-type: none"> <li>Discuss: What does a key do?</li> <li>Discuss: What makes a good symbol?</li> <li>Can children work out the mean of different symbols?</li> <li>Children to add symbols and a key to a sketch map of the school</li> </ul>	
What are human features in our local area?		<ul style="list-style-type: none"> <li>Look on google maps for the area around school (to the Angel?)</li> <li>Go on a trip to the Angel to see if they can spot the road names/landmarks/human features and add them to their sketch map.</li> </ul>	
How can I show human features on a map?		<ul style="list-style-type: none"> <li>Children to review their sketch map.</li> <li>Design a key for the local area.</li> <li>Show a sketch map and then a final version of the same map -compare the differences.</li> <li>Change our sketch maps into final versions of a map.</li> </ul>	
How is land used in the UK?		<ul style="list-style-type: none"> <li>Discuss how the land is used in the UK.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Describe two contrasting pictures of areas in the UK.</li> <li>• What is there more of in the UK? Rural or urban?</li> <li>• Which uses of land would you find in rural/urban areas.</li> <li>• Children find and label the major cities, rivers and hills/mountains on a map of the UK.</li> <li>• Identify patterns in the location of the UK's urban and rural areas?</li> </ul>	
How has land use changed in our area?		<ul style="list-style-type: none"> <li>• Recap whether there are more rural or urban areas of the UK and how land is used.</li> <li>• Use maps to compare how land use has changed over time in our area. Make comparisons and explain why it has changed.</li> </ul>	
<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
<b>Relevant RRSA Article</b>	Article 28&29: I have the right to learn and go to school and be educated with no cost. Education must develop me as a person together with my ability so I become the best that I can be.		

Art			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>To apply their experience of drawing materials and processes.</li> <li>To use a viewfinder to select and record observations of patterning in natural objects.</li> <li>To select from and use own drawings to develop work.</li> <li>To use landscape as a starting point for artwork.</li> <li>To respond to the work of John Brunsdon.</li> <li>To use fine control with a pencil to make detailed, analytical observational drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Develop techniques, including control and use of materials</li> <li>Improve mastery of art and design techniques, including drawing</li> <li>Experiment with the styles of different artists</li> <li>Compare others' work with their own</li> <li>Select appropriate drawing materials</li> </ul>	Create a landscape drawing with a focus on lines and patterns.	<ul style="list-style-type: none"> <li>Graphite sticks</li> <li>HB-6B pencils</li> <li>Rubbers</li> <li>Oil pastels</li> <li>Brusho colour</li> <li>Large sheets of paper</li> <li>Viewfinders</li> <li>Digital camera</li> <li>Landscape images</li> <li>Sketchbooks</li> <li>Cotton sheeting</li> <li>Examples of lace</li> <li>Photocopies of lace</li> </ul>
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
Which drawing materials and processes can you use?		<ul style="list-style-type: none"> <li>Talk about different pencils and how they produce different qualities of mark. Working in groups, some using pencil some oil pastels, ask the children to respond to the story of Jeffrey the Maggot. Starting from the centre imagine what Jeffrey's journey would be like as he reaches new challenges and make appropriate marks on their paper.</li> </ul>	
What techniques can you use to record observations of linear patterning in natural objects?		<ul style="list-style-type: none"> <li>Ask the children to use a viewfinder to select an interesting part of a feather, onion, wood grain or another natural object with strong linear patterning. Draw this, enlarged, onto paper, focusing on lines and shapes, proportion and direction.</li> </ul>	
How can you select from previous drawings to further develop your work? How do your ideas, methods and approaches compare to others' work.		<ul style="list-style-type: none"> <li>Ask the children to reference their work from session 1, and repeat selected marks in the spaces between the lines on their linear drawing from session 2. Encourage the children to compare ideas and approaches in their drawing with that of others and talk about their work as it develops.</li> </ul>	
How can you apply different drawing materials and processes to a landscape?		<ul style="list-style-type: none"> <li>Discuss the work of John Brunsdon and focus on the strong linear aspects of his work. Ask the children to use the digital camera to select and record aspects of the school environment or offer them a selection of landscapes images. Ask them to develop a series of drawings from their chosen images, concentrating on the main contours of the image.</li> </ul>	
How can you develop your chosen design response to Brunsdon's coloured ripple effects?		<ul style="list-style-type: none"> <li>Look again at the way in which Brunsdon describes his personal view of the landscape using sweeping, flowing bands of colour that ripple across land, sea and skies. Ask the children to develop their chosen design from session 4 in response to Brunsdon's coloured ripple effects produced by line following line. Ask them to discuss their choice of colours with others while reflecting</li> </ul>	

		on his colour combinations. Ask them to enlarge their design onto white paper or cotton fabric using oil pastels. Invite them to apply Brusho colour as flowing bands of colour between the drawn lines.	
How can you make detailed, analytical observational drawings.		<ul style="list-style-type: none"> <li>Ask the children to use a photocopy of a piece of lace, then, extend the image using HB, 2B and 6B pencils. Emphasise careful observation of line, shape and tone. Historical portraits could be investigated using books and ICT to research and develop work.</li> </ul>	
<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Children should be given opportunities which broaden their horizons			
<b>Relevant RRSA Article</b>	Article 28&29: I have the right to learn and go to school and be educated with no cost. Education must develop me as a person together with my ability so I become the best that I can be.		

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		Children will learn how to recognise the difference between isolated hostile incidents and bullying; what self-esteem is and why it is important and how to communicate their opinions in a group setting. They will also develop strategies for managing and controlling strong feelings and emotions; discuss safety and begin to understand that family units can be different and can sometimes change.	See Dimensions individual lesson resources.
		<b>Writing Opportunity</b>	
		Story board Recount Poem	
Key Questions / Learning Journey Steps		Activity	
How can you use ICT safely including keeping electronic data secure?		<ul style="list-style-type: none"> <li>• PSE Core 1 Unit 6 Ln 2: Online Privacy – The Secrets Jar</li> </ul>	
What strategies can you use to manage and control strong feelings and emotions? How can you keep safe and where can you go to get help? What strategies can you use to manage and control strong feelings and emotions? How can family units be different and sometimes change?		<ul style="list-style-type: none"> <li>• PSE Core 1 Unit 5 Ln 1: Loss / Separation – Lost!</li> <li>• PSE Core 1 Unit 5 Ln 2: Loss / Separation – Found!</li> <li>• PSE Core 1 Unit 5 Ln 3: Loss / Separation – Left Behind</li> <li>• PSE Core 1 Unit 5 Ln 4: Family Changes – Two Homes</li> </ul>	
Growth	Possibilities	Health	Community
Children should develop socially, morally, spiritually and physically in positive ways.		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)
<b>Relevant RRSA Article</b>	Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example, housing decisions or the child's day-to-day home life.		

PE				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
<ul style="list-style-type: none"> <li>develop competence to excel in a broad range of physical activities</li> <li>are physically active for sustained periods of time</li> <li>lead healthy, active lives</li> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Move in an increasingly coordinated way</li> <li>Uses movements to communicate an idea, using expression and conveying emotion</li> <li>Refine movements into increasingly complex sequences</li> <li>Cooperate with others to form sequences</li> </ul>	Children will explore using their body to move to music	<ul style="list-style-type: none"> <li>Music</li> <li>CD</li> </ul>	
		Writing Opportunity		
Key Questions / Learning Journey Steps		Activity		
How does music affect how we move our bodies?		<ul style="list-style-type: none"> <li>Children to explore moving their body in different ways and how different music affects how we move.</li> <li>Warm up: Traffic light game focusing on moving around the space carefully.</li> <li>Chn to investigate moving around the hall differently depending on the music played.</li> <li><i>Would we move/make the same shapes to all music? How does music help us to know how to move differently? Do we always move in the same direction? What are the different directions we can move in? Do we stay in the same place or find different areas?</i></li> <li>Reinforce the importance of using all part of our body to show me movements, including arms. Play different genres of music.</li> </ul>		
How can we link actions together?		<ul style="list-style-type: none"> <li>Children to explore moving their bodies as animals and linking movements.</li> <li>Warm up: Late for school.</li> <li>Read/Youtube: "Doing the Animal Bop" – Jan Ormerod &amp; Lindsey Gardiner</li> <li>Read the book -chn to listen to the words in the story.</li> <li>Chn to work in pairs to create actions to the different parts of the story.</li> <li>Chn pick two animals and link their two movements together.</li> </ul>		
How can we link actions together?		<ul style="list-style-type: none"> <li>Warm up: Pasta!</li> <li>Watch Funnybones-The Pet Shop.</li> <li><i>What animals are there in Funnybones?</i></li> <li>In pairs: Chn to think of and create different movements for the different animals in the story.</li> <li>Explain that today we will be using the same music for all of the animals so our bodies are important in showing the animals.</li> <li>Play Vivaldi 'Summer' 4 Seasons.</li> </ul>		
How can actions represent an animal?		<ul style="list-style-type: none"> <li>Warm up: Copy my movements.</li> <li>Recap: What animals are they? What kind of movements did we make?</li> <li>Recap on the different types of movement: speed, direction, shapes, levels, space – starting and finishing positions.</li> <li>Each group (groups of 6) to be given 1 animal from the story to create a</li> </ul>		

		<p>dance about.</p> <ul style="list-style-type: none"> <li>Recap on the different types of movement: speed, direction, shapes, levels, space – starting and finishing positions.</li> <li>Each group to be given an animal from the Gruffalo to make a dance about – but each group won't know what animal the other groups are! Important to be able to use our bodies to show the different animals. <i>If someone was to watch you, would they be able to tell which animal you were?</i></li> </ul>	
How can actions represent an animal?		<ul style="list-style-type: none"> <li>Warm Up: Traffic Lights Game.</li> <li>Children to split into groups of 6 from last lesson and rehearse animal dance.</li> <li>Children to watch the performances over two lessons.</li> </ul>	
<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Children will begin to move in different ways. They will explore how they can use their body to move to music.	Children should be given opportunities which broaden their horizons – develop an interest in dance and learn about career possibilities in dance.		The children will be able to share their knowledge of different genres and cultures with others.
<b>Relevant RRSO Article</b>	Article 31: I have the right to relax, play and take part in a range of activities.		

Music			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>Show increasing control with instruments</li> <li>Play tuned instrument, with limited range of notes</li> </ul>	Children will learn to play the glockenspiel with accuracy and control.	
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
Who can play a simple tune on the glockenspiel?		<ul style="list-style-type: none"> <li>Children explore the instrument and improvise.</li> </ul>	
What are the main notes used today?		<ul style="list-style-type: none"> <li>Learn how to play simple tunes.</li> </ul>	
Who can remember how to play the song from last week?		<ul style="list-style-type: none"> <li>Children play a song from memory, then begin to improve their skills following charanga.</li> </ul>	
Can you learn to play a more complex song?		<ul style="list-style-type: none"> <li>Learn to play 'Deecee's blues'.</li> </ul>	
What instrument can you identify in these songs?		<ul style="list-style-type: none"> <li>Play songs from different genres that include a glockenspiel. Chn to identify that a glockenspiel I used.</li> </ul>	
Can you copy and improve a tune ?		<ul style="list-style-type: none"> <li>Children sit in a circle with their instrument. One person plays a note, the next person plays that note and a new one. Each child plays the tune heard and add their own note. Children must only use g and f.</li> </ul>	
Christmas		<ul style="list-style-type: none"> <li>Listen and appraise Christmas music.</li> </ul>	
Growth	Possibilities	Health	Community
Chn will begin to appraise and listen to music from different genres. They will expand their musical knowledge.	Children should be given opportunities which broaden their horizons – develop an interest in music and possibly learn to play an instrument.		The chn will be able to share their knowledge of different genres and cultures with others.
<b>Relevant RRSA Article</b>	Article 28&29: I have the right to learn and go to school and be educated with no cost. Education must develop me as a person together with my ability so I become the best that I can be.		

MFL			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> </ul>	<ul style="list-style-type: none"> <li>Use increasingly correct vocabulary and terminology</li> <li>Listen and respond to each other and to adults</li> <li>Speak audibly with increasing fluency</li> <li>Demonstrate understanding through verbalisation, linking new meanings to known vocabulary</li> </ul>	Bar chart about class pets.	<ul style="list-style-type: none"> <li>French scheme</li> <li>Number cards</li> <li>Animal cards</li> </ul>
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
How do you spell...?		<ul style="list-style-type: none"> <li>Lesson focused on spelling French words. Spelling words from previous years and also words to be introduced this year.</li> </ul>	
Can you identify numbers to 30?		<ul style="list-style-type: none"> <li>Chn to recite numbers to 30. Complete a matching activity.</li> </ul>	
Do you know the difference between masculine and feminine?		<ul style="list-style-type: none"> <li>Use mon, ma, mes. Teaching the children 'my' masculine and feminine.</li> </ul>	
Can you write a letter about the family?		<ul style="list-style-type: none"> <li>Use worksheet to fill in the gaps about family.</li> </ul>	
Can you write a letter about the family?		<ul style="list-style-type: none"> <li>Children begin to write their own letter, using last week as a guide.</li> </ul>	
Can you write a letter about the family?		<ul style="list-style-type: none"> <li>Complete letter.</li> </ul>	
What are the colours in French ?		<ul style="list-style-type: none"> <li>Begin to introduce some colours to the children. Play colours games.</li> </ul>	
Growth	Possibilities	Health	Community
Children should develop knowledge of France and should increase their understanding of the world around them.	Children are given the opportunity to learn another language to be able to communicate with others.	Children should accept a new language and should show resilience when learning new skills.	Children will have an understanding of differences within the community and learn that there are many different languages. They will begin to develop their French to communicate with others.
<b>Relevant RRSA Article</b>	Article 28&29: I have the right to learn and go to school and be educated with no cost. Education must develop me as a person together with my ability so I become the best that I can be.		

Computing			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<p>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content.</p> <p>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p>	<p>I can talk about the ways I can protect myself and my friends from harm online. I can use the safety features of websites as well as reporting concerns to an adult.</p> <p>I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. I can use an efficient procedure to simplify a program. I know that I need to keep testing my program while I am putting it together. I can use a variety of tools to create a program. I can recognise an error in a program and debug it. I can recognise that an algorithm will help me sequence more complex programs. I recognise that using algorithms will also help solve problems in other learning such as maths, science and design technology.</p>	Design a game for a specific audience.	<ul style="list-style-type: none"> <li>• <a href="https://digital-literacy.org.uk/Lesson%203%20You've%20Won%20a%20Prize">https://digital-literacy.org.uk/Lesson 3 You've Won a Prize</a></li> <li>• We are software developers 4.1</li> <li>• Rising Stars</li> </ul>
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
What is spam and how can you deal with it?		<ul style="list-style-type: none"> <li>• Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.</li> </ul>	
Can you describe the algorithms behind educational games?		<ul style="list-style-type: none"> <li>• Play a range of educational games. Discuss algorithms and what makes a game good. Plan own game using a storyboard format.</li> </ul>	
Can you use Scratch to build a game prototype?		<ul style="list-style-type: none"> <li>• Recap how scratch works. Children to develop simple program that asks a question then gives feedback. Test then debug if needed. Share and discuss common errors made by pupils</li> </ul>	
Can you add in repetition and keep track?		<ul style="list-style-type: none"> <li>• Demonstrate how a repeat loop can be used to ask a number of different random questions. Pupils to add repetition into their games, testing and debugging them. Ask them to add a 'game over' message when the correct number of questions has been asked.</li> </ul>	
Can you make the interface more appealing?		<ul style="list-style-type: none"> <li>• Think about the elements of interface design that made games more appealing and engaging. Pupils to work on the graphics elements of their games, focusing particularly on the sprite that asks questions.</li> </ul>	

		<ul style="list-style-type: none"> <li>Pupils to work on the interaction in their games, thinking about how they could improve the way the computer responds to right or wrong answers. Look at adding sound effects or voice prompts to their games</li> </ul>	
Can you build in progression?		<ul style="list-style-type: none"> <li>Discuss the idea of levels or progression as one common characteristic of commercial games. Pupils to suggest ways in which they could build in additional levels or progressively increasing difficulty to their games.</li> </ul>	
<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for	They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	
<b>Relevant RRSA Article</b>	Article 17: I have the right to be given safe and honest information that I can understand from newspapers television and radio.		