



# Harlow Green Primary School

## National Curriculum Medium Term Planning

<b>Year Group: 5</b>	<b>Topic Title/Theme:</b> River of Life (Health)	<b>Term:</b> Autumn
<b>Entry Point:</b> Launch topic with a rivers web-quest researching the River Tyne.	<b>Exit Point:</b> Text demonstrating understanding of how Anglo Saxons settled along rivers.	<b>Visits/Visitors or Special Arrangements:</b> River Tyne, Clean Tyne Project, Dr. Jo (Anglo-Saxon)
<b>Topic Overview:</b> Within this topic, children will develop an understanding of the importance of being healthy and having a positive mindset. The idea of knowing the skills to keep themselves safe and others from harm in the real world is especially important when learning about rivers and environmental issues. Through PSE and Geography, we will learn how to protect our community and local area from harm as a result of environmental factors and help towards keeping the River Tyne clean. Within History, the children will learn about settlements, particularly the Anglo-Saxons, look at how they lived and compare it to how we live in the modern day to keep happy and healthy.		<b>Outdoor Learning:</b> <ul style="list-style-type: none"> <li>D.T. building bridges/Anglo-Saxon food</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> </ul>

### Curriculum Drivers

Growth	Possibilities	Health	Community
<b>compassionate, well-rounded, adaptable, Numerate, literate, moral, learns from mistakes, patient, realistic confident, independent, knowledgeable,</b>	<b>open-minded, ambitious, able to communicate, inquisitive, curious, brave, inspirational, willing to have a go, imaginative,</b>	<b>Healthy, resilient, creative, comfortable Reflective, accepting, thriving, positive, self-belief, safe, happy,</b>	<b>Collaborative, considerate, responsible, polite, follows rules, respectful, understanding, caring, kind, trustworthy, sociable,</b>
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	DT	DT	PSE	Science	Art	Art	History	History	RE
Forces	Rivers		Lever pulleys and cams in working mechanisms – construction - Bridges?		Community –our river – link to clean Tyne project.	Living Things and their habitats	Textiles, Batik with river theme		Britain’s settlement by Anglo Saxons and Scots		Christianity -

Science			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<ul style="list-style-type: none"> <li>Make judgements and conclusions about what has been seen, and support these with known facts</li> <li>Plan different types of scientific enquiries to answer questions</li> <li>Recognise and control variables</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</li> </ul>	Find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Explore the effects and uses of different forces.	<ul style="list-style-type: none"> <li>Force meters</li> <li>Different surfaces</li> <li>Large sheets of paper</li> <li>Fabric</li> <li>Water tank</li> <li>Plasticine</li> <li>Elastic bands</li> <li>Springs</li> </ul>
		Writing Opportunity	
		Plan scientific enquiry and record findings.	
Key Questions / Learning Journey Steps		Activity	
What is a force?		Begin to measure forces using force meters. Find out more about Sir Isaac Newton after whom the unit of force is named & look more closely at balanced forces. Chn use a range of PE equipment to investigate the balancing of forces.	
What is gravity and its effects?		Children set up an enquiry to investigate on which surface their sports shoe will perform best. Ensuring it is a fair test, children record measurements & report findings.	
Why is sir Isaac Newton so significant?		Chn discover that travelling through air involves another drag force: air resistance. They repeat some enquiries that Galileo carried out in the 16 <sup>th</sup> century & then carry out their own enquiry into factors which affect the forces acting on paper spinners.	
How will we make sure an investigation is fair?		Water resistance (drag force) can slow objects passing through it. Chn carry out enquiries about the weight of objects in water, boat designs & the effect of different waters.	
How does science affect our everyday lives?		Mechanical devices that we use in everyday life help us transfer forces or motion & make tasks easier. Chn explore gears, levers & pulleys which are all simple machines & elastic bands & springs. Find out how these devices work & tackle some enquiries.	
Growth	Possibilities	Health	Community
Develop an understanding of the world they live in. How discoveries made have impacted on the modern world and the effect physics has on their day to day life.	Children will use their natural curiosity to investigate the forces they have around them on a day to day basis.	Children will understand the importance of safety when carrying out scientific investigations, protecting both themselves and others.	Children will develop an understanding of the importance of Eco-safety and keeping our local area clean, including rivers and seas and the impact it can have on the community as well as the wider world.
<b>Relevant RRSA Article</b>	<b>Article 13:</b> You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.		

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>Begin to understand geographical pattern – e.g. industry by a river</li> <li>Justify own viewpoint or decision, and use new information to adapt their own viewpoint</li> </ul>	Children will learn about the main features of rivers including a local river and the Amazon, they will also learn about how the physical geography of rivers will affect the human geography.	<ul style="list-style-type: none"> <li>iPads</li> <li>long plastic half pipe, water sand, pebbles etc to recreate river formation</li> <li>maps of Tyne and Wear</li> <li>Atlas</li> </ul>
		<b>Writing Opportunity</b>	
		Autobiography of a river's life. Information text	
Key Questions / Learning Journey Steps		Activity	
Where does water come from? Does everyone have enough water as we do?		<ul style="list-style-type: none"> <li>Identify some of the physical aspects of a local river. – introduce the river Tyne and vocabulary linked to physical aspects of rivers. Chn complete a 'Rivers' webquest researching the Tyne.</li> </ul>	
Where does a river start and end?		<ul style="list-style-type: none"> <li>Rivers- How they're made – Chn find out about the water cycle and the features of a river and carry out a drawing and labeling activity.</li> </ul>	
What do rivers provide?		<ul style="list-style-type: none"> <li>Erosion and deposition – Chn explore and then identify from images of different rivers</li> </ul>	
Why are rivers important?		<ul style="list-style-type: none"> <li>Trade and industry around a river – using four figure grid referencing, chn identify different trade and industry found on the river Tyne</li> </ul>	
What rivers do you know?		<ul style="list-style-type: none"> <li>Compare and contrast the Amazon with the Tyne, research and compare using a data capture sheet.</li> </ul>	
Growth	Possibilities	Health	Community
Develop an understanding of how their physical environment impacts on their lives and how climate change could affect their futures.	Children will develop an awareness that everyone can have a positive impact following environmental disasters or change regardless of gender or age.	Children will understand how pollution can have an impact on health as well as the environment.	Children will understand the importance of trade and industry within their community.
<b>Relevant RRSA Article</b>	<b>Article 24:</b> You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.		

DT			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<ul style="list-style-type: none"> <li>Plan the order of work by thinking ahead</li> <li>Use sketches to show other ways of doing things – and then make choices</li> <li>Meet an identified need by selecting ingredients or materials</li> <li>Carry out tests to see if their design works</li> <li>Make improvements from design suggestions</li> <li>Work in a safe and hygienic way</li> <li>Measure and cut precisely to millimetres</li> <li>Make stable and strong joins to stand the test of time</li> <li>Use proportions when cooking, by doubling and halving</li> <li>Identify what is working well and what might be improved</li> <li>Refine the quality of the finished product, including making annotations on the design</li> <li>Increasingly use testing to improve models and finished product</li> </ul>	<p>Children will explore bridge designs and purposes, design and construct their own with a given brief.</p> <p>Children will investigate foods from the earth consumed by Anglo-Saxons and then prepare and cook an Anglo-Saxon dish (Nettle soup)</p>	<p><b>Bridges</b></p> <ul style="list-style-type: none"> <li>Natural construction materials (wood, straw, sticks etc)</li> <li>Man-made construction materials (straws, wooden dowel, paper etc)</li> <li>Joining materials (glue, sellotape, duct tape, string etc)</li> <li>Access to the internet</li> </ul> <p><b>Nettle soup</b></p> <ul style="list-style-type: none"> <li>Gloves</li> <li>Access to nettles</li> <li>Soup pot</li> <li>Knives</li> <li>Chopping boards</li> <li>Wooden spoons</li> <li>Cooker (possible fire pit)</li> </ul>
		<p><b>Writing Opportunity</b></p> <p>Recipe and instructions</p> <p>Evaluation of bridge design</p>	
Key Questions / Learning Journey Steps		Activity	
What makes a good bridge?		<ul style="list-style-type: none"> <li>To investigate bridges and materials</li> </ul>	
What different types of bridges are there?		<ul style="list-style-type: none"> <li>To design a bridge and collect resources</li> </ul>	
Why do structures fail?		<ul style="list-style-type: none"> <li>To test and evaluate the effectiveness of the bridges</li> </ul>	
What did the Anglo-Saxons eat?		<ul style="list-style-type: none"> <li>To research foods and ingredients in Anglo-Saxon times</li> </ul>	
How do we keep safe when preparing and cooking food?		<ul style="list-style-type: none"> <li>To prepare and cook nettle soup</li> </ul>	
Growth	Possibilities	Health	Community
Children will develop their knowledge of how changes in infrastructure can impact levels of success.	Children will understand the importance of developing different skills and how all jobs have an important role in a society, e.g. engineers and chef's and dieticians.	Children will understand the importance of working safely with construction/cooking equipment.	Children will understand the importance of being a member of a community from Anglo-Saxon times where people foraged, prepared and ate together.
<b>Relevant RRSA Article</b>	<b>Article 24:</b> Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.		

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 learn about living in the wider world and it's rules and responsibilities. They will learn about relationships and collaborating effectively and also learn about dealing with emotions during difficult situations.	<ul style="list-style-type: none"> <li>See Dimensions individual lesson resources.</li> </ul>
		Writing Opportunity	
		<ul style="list-style-type: none"> <li>A description of a setting</li> <li>Remembrance poem</li> </ul>	
Key Questions / Learning Journey Steps		Activity	
What would the world be like without the three R's – rules, responsibilities and rights?		<ul style="list-style-type: none"> <li>PSE Core 3 Unit 1 Ln 1: Structure – Just Imagine ...</li> <li>PSE Core 3 Unit 1 Ln 2: Law and Order – In Charge</li> <li>PSE Core 3 Unit 1 Ln 3: U.N. Rights – Our Rights</li> </ul>	
How can we maintain our wellbeing?		<ul style="list-style-type: none"> <li>PSE Core 1 Unit 1 Ln 1: Physical, Emotional and Mental – 3-Dimensional</li> </ul>	
What's more important, speaking or listening?		<ul style="list-style-type: none"> <li>PSE Core 2 Unit 1 Ln 1: Confidentiality – Secret Info</li> <li>PSE Core 2 Unit 1 Ln 2: Listening – I'm All Ears!</li> </ul>	
How do people manage grief?		<ul style="list-style-type: none"> <li>PSE Core 1 Unit 4 Ln 1: Death and Grief – It's Natural</li> <li>PSE Core 1 Unit 4 Ln 2: Death and Grief – Poppies</li> <li>PSE Core 1 Unit 4 Ln 3: Managing Conflict – Families at War</li> </ul>	
Is there only one side to a story?		<ul style="list-style-type: none"> <li>PSE Core 2 Unit 1 Ln 3: Responding – Scenarios</li> </ul>	
Growth	Possibilities	Health	Community
Children will develop socially and morally and begin to understand that we all have to live by rules and have responsibilities that will help to shape us as individuals.	Children will understand the possibilities available to them and their rights. They will learn how to communicate their feelings and the different ways that they can get help with their emotional wellbeing.	Children will begin to understand their emotions in difficult situations and how it is important to talk in order to make sense of what they are feeling.	Children will understand the importance of community and how charities can help those within the local area affected by conflict.
Relevant RRSA Article	<p><b>Article 1:</b> Everyone under the age of 18 has all the rights in the Convention.</p> <p><b>Article 39:</b> Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.</p>		

Art			
<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>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>To learn about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with combinations of materials and techniques</li> <li>Understand the importance of preparing materials before working</li> <li>Produce work that sometimes can be both visual and tactile</li> <li>Evaluate own and others' work, explaining and justifying their reasons</li> <li>Get across feeling and emotion through their work</li> </ul>	<p>Children will explore and develop an understanding of the composition of a variety of fabrics. They will explore different processes to change these fabrics.</p> <p>Writing Opportunity</p>	<ul style="list-style-type: none"> <li>Different fabric</li> <li>PVA glue</li> <li>Scissors</li> <li>Black sugar paper</li> <li>Flour and water paste</li> <li>Brusho</li> <li>White cotton fabric</li> </ul>
Key Questions / Learning Journey Steps		Activity	
What does deconstruct and construct mean?		<ul style="list-style-type: none"> <li>To investigate and reform fabrics using construction and deconstruction process – To deconstruct fabric using different methods, such as pulling, ripping, cutting etc, then create an art piece by tying, folding, pleating etc and gluing onto card.</li> </ul>	
How do artists represent nature?		<ul style="list-style-type: none"> <li>To apply experiences of materials and processes to form fabric relief panels – plan a river themed picture.</li> </ul>	
What does batik mean?		<ul style="list-style-type: none"> <li>To apply experience of the batik process and develop control of tools and techniques – Pipe paste onto design</li> </ul>	
How does this artwork make you feel?		<ul style="list-style-type: none"> <li>To apply experience of the batik process and develop control of tools and techniques – Apply brusho to batiks</li> </ul>	
		To respond to the work of textile artist Jean Davywinter. To compare ideas and approaches.	
Growth	Possibilities	Health	Community
Children will learn from mistakes and grow an understanding of perseverance.	Children will be able to communicate their thoughts in a way that they choose and understand that having a choice is important.	Children will be given the opportunity to be creative and to reflect on what they have done in a safe and supportive environment.	Artwork will look at different cultures and communities and children will have the opportunity to appreciate how people may represent themselves in art.
<b>Relevant RRSA Article</b>	<b>Article 13:</b> 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.		

History			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	<ul style="list-style-type: none"> <li>Make conclusions with evidence as to the most likely version of events</li> <li>Describe the main changes in a period of history, from several perceptions – e.g. political, cultural</li> <li>Explain their own point of view, justifying this with a broad range of evidence</li> <li>Identify changes across periods of time, using chronological links</li> <li>Begin to identify causal factors in change</li> </ul>	<p>Children will learn who the Anglo Saxons were and where they came from; where Anglo Saxons settled in Britain; about Anglo Saxon Village life; about archaeological discoveries and how they formed our view of the Anglo Saxons and about religion in Anglo Saxon Britain.</p> <p><b>Writing Opportunity</b></p> <p>Diary entry of Anglo-Saxon Information text about Village life Narrative - Beowulf</p>	<ul style="list-style-type: none"> <li>Artefacts to bury</li> <li>Maps</li> <li>Atlas'</li> <li>Primary sources</li> <li>Secondary sources</li> </ul>
Key Questions / Learning Journey Steps		Activity	
Who were the Anglo-Saxons? Why were they called Anglo-Saxons?		<ul style="list-style-type: none"> <li>Understand where Anglo Saxons came from and where they settled – mark on European and UK maps. Understand why Anglo Saxons came to Britain and village life</li> </ul>	
What can we find out about the past from artefacts?		<ul style="list-style-type: none"> <li>The importance of Sutton Hoo – using evidence (primary and secondary) to find out about history. Anglo Saxon armour and weaponry</li> </ul>	
Why did they come to Britain?		<ul style="list-style-type: none"> <li>Religion in Anglo Saxon times – paganism, gods and their relationship to our days of the week. Christian Conversion of the Anglo Saxons</li> </ul>	
How has modern day been shaped by the lives of the Anglo-Saxons?		<ul style="list-style-type: none"> <li>Alfred the Great – jigsaw activity – different information on different tables – one of each table come together and create a fact file about Alfred the Great.</li> <li>King Arthur – detective work – find out about King Arthur. Use video and other sources.</li> </ul>	
Growth	Possibilities	Health	Community
Developing an understanding of how different aspects of their country (homes) have evolved and changed for children before modern times.	Children can become archaeologists regardless of gender.	Understanding the need to eat a balanced diet and that people we can grow their own food rather than purchase it (DT – outdoor learning).	Understanding how some societies can be organised so that everyone works for the benefit of all.
<b>Relevant RRSa Article</b>	<b>Article 17:</b> Every child has the right to reliable information from a variety of sources.		

R.E.			
Gateshead Agreed Syllabus for RE 2018 (Appendix1)	ARE Expectations (Gateshead agreed syllabus for RE 2018)	Overall Subject Outcome(s)	Resources
<p><b>Principal beliefs</b></p> <ul style="list-style-type: none"> <li>- Christ as 'teacher' including teaching in relation to the 10 commandments</li> <li>- Parables as lessons for living</li> </ul> <p><b>People, places and practices</b></p> <ul style="list-style-type: none"> <li>- Sermon on the mount - Almsgiving</li> </ul>	<p><b>Explore</b></p> <p>They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues.</p> <p><b>Engage</b></p> <p>Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues.</p> <p><b>Reflect</b></p> <p>Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others.</p>	Children take leadership of an almsgiving activity for Christmas.	<ul style="list-style-type: none"> <li>- 10 commandments</li> <li>- Sermon on the mount</li> <li>- Almsgiving resources</li> </ul>
		Writing Opportunity	
		Children will write a report about what they have done for the website.	
Key Questions / Learning Journey Steps		Activity	
What does this religion teach?		<ul style="list-style-type: none"> <li>• Give the children a moral dilemma and ask them to discuss what should be done. How do we reach decisions?</li> <li>• Look at The Ten Commandments – create pictorial representation of the 10 commandments.</li> <li>• Discuss how the commandments affect the decision making process.</li> </ul>	
What do the ten commandments teach Christians about how to live their lives?		<ul style="list-style-type: none"> <li>• Focus on Jesus' teaching which highlighted two of the commandments –</li> <li>• <b>Love your neighbour as yourself</b> Look at work of Christian agencies close to home e.g. Oasis Trust who work with the homeless in London</li> <li>• <b>Do to others as you would have them do to you</b> - Role play different secular situations and then discuss the Christian solution.</li> <li>• What is meant by <b>forgiveness</b>?</li> </ul>	
How do followers of this religion live?		<ul style="list-style-type: none"> <li>• Learn about the Sermon on the Mount and how the beatitudes tell Christians to live.</li> </ul>	
What do Christians do in response to the Sermon on the mount?		<ul style="list-style-type: none"> <li>• What are alms? (food, clothes, money, other items given to those in need)</li> <li>• Look at the difference between needs and wants.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Almsgiving activity – e.g. shoe box appeal (operation Christmas Child)</li> <li>• Children to decide as a class how they would like to give alms.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Children write a report about their activity.</li> </ul>	
Growth	Possibilities	Health	Community
Children should develop their moral conscience and their understanding of how others live.	Children should understand that they themselves are able to make a difference to the lives of others.	Children should develop an awareness of how to treat themselves and others so they are happy and safe.	Children should understand that they can have a positive impact on their community.
<b>Relevant RRSa Article</b>	<b>Article 24:</b> Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.		

PE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] f</li> <li>Perform dances using a range of movement pattern</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>Combine changes of shape, speed and level in a sequence</li> <li>Show control and co-ordination in balance and travel</li> <li>Make good use of creativity and imagination when composing sequences in gym.</li> </ul>	To create a gymnastics routine using balancing, travelling and rolling Children will perform routines to music where movements match the tempo.	<ul style="list-style-type: none"> <li>Music</li> <li>mats</li> <li>benches</li> <li>video clips of gymnastic routines</li> <li>Ipads to video</li> </ul>
		Writing Opportunity	
		N/A	
Key Questions / Learning Journey Steps		Activity	
What is gymnastics?		<ul style="list-style-type: none"> <li>Discuss gymnastic routines and what elements they should have. Children to work in a group to create their own routines with these elements. Assess.</li> </ul>	
Why is physical activity important?		<ul style="list-style-type: none"> <li>Skills lessons – rolls, jumps. Balances and linking movements.</li> </ul>	
Why do we warm up our bodies?		<ul style="list-style-type: none"> <li>Watch routines to music and discuss how gymnasts change their movements with the tempo of the music. Talk about how dance used. Listen to three music selections and choose one as a class. Discuss where the changes would be. In groups children to practice their opening to their routine.</li> </ul>	
What different ways can you roll, jump or balance?		<ul style="list-style-type: none"> <li>Refine openings and develop the next section of routine. Video, so that children can watch and improve.</li> </ul>	
What body parts can you use to balance on?		<ul style="list-style-type: none"> <li>Continue to develop routines. Focus on coming to an end point where all children are in a position. Keep practicing so that the routine is the same each time, but movements become more fluent. Perform for one other group and feedback to improve routine.</li> </ul>	
How could you improve your routine?		<ul style="list-style-type: none"> <li>Final practices and performances. Evaluate each routine. Discuss how well movements fit the tempo of the music.</li> </ul>	
Growth	Possibilities	Health	Community
Children will develop physically in different ways and have the confidence to perform.	Children can become performers regardless of physical stature.	Children will develop an understanding of the importance of physical health.	Children will understand how to evaluate the performance of others in a positive way.
<b>Relevant RRSA Article</b>	<b>Article 29:</b> Education must develop every child’s personality, talents and abilities to the full.		

PE			
<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>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of throwing techniques, with increasing power and accuracy</li> <li>Apply a broad range of skills to different situations</li> <li>Use a range of fielding skills and throw with accuracy to hit a target</li> <li>Plan different approaches to attacking and defending</li> <li>Choose the best pace to use in athletics or games</li> <li>Show growing awareness of space in team games Work to keep or gain possession</li> </ul>	Children will play a competitive game of Tag Rugby applying developed skills and tactics.  <b>Writing Opportunity</b> N/A	<ul style="list-style-type: none"> <li>Ball</li> <li>Cones</li> <li>Whistle</li> <li>Bibs, Tags</li> <li>Tag belts</li> </ul>
<b>Key Questions / Learning Journey Steps</b>		<b>Activity</b>	
What is the difference between regular rugby and tag rugby?		<ul style="list-style-type: none"> <li>To learn how to hold and pass a rugby ball</li> </ul>	
How is a rugby ball different?		<ul style="list-style-type: none"> <li>To learn how to travel with a rugby ball</li> </ul>	
Why do we use tactics?		<ul style="list-style-type: none"> <li>To choose tactical positions</li> </ul>	
		<ul style="list-style-type: none"> <li>To apply skills so far</li> </ul>	
		<ul style="list-style-type: none"> <li>To learn the rules of tag rugby</li> </ul>	
		<ul style="list-style-type: none"> <li>To apply skills and tactics in a competitive game</li> </ul>	
<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Children will develop physically in different ways and be able to work cooperatively.	Children can become team players and be willing to have a go.	Children will develop an understanding of the importance of physical health.	Children will understand how to work as a team competitively and follow game rules.
<b>Relevant RRSA Article</b>	<b>Article 29:</b> Education must develop every child's personality, talents and abilities to the full.		

Music			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <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> <li>develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</li> <li>Analyse and compare features from a wide range of music</li> <li>Improvise melodic and rhythmic phrases as part of a group performance</li> <li>Have an awareness how different parts fit together for effect</li> <li>Refine their own work and evaluate that of others</li> </ul>	Children will listen to and appraise 'Livin' on a prayer, will compare and contrast with other rock anthems and will learn to sing and perform the song, adding tuned and untuned percussion.	<ul style="list-style-type: none"> <li>Charanga</li> <li>tuned percussion</li> <li>untuned percussion</li> <li>manuscript paper.</li> </ul>
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
What is rock music?		<ul style="list-style-type: none"> <li>Listen and appraise - Livin' On A Prayer by Bon Jovi/a. Warm-up Games b. Flexible Games (optional) c. Start to learn the</li> </ul>	
What does appraise mean?		<ul style="list-style-type: none"> <li>We Will Rock You By Queen/a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts/Sing the song and play instrumental parts within the song</li> </ul>	
		<ul style="list-style-type: none"> <li>Listen and appraise - Smoke On The Water by Deep Purple/a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts e. Improvise (optional extension activities for improvisation)/Sing the song and improvise using voices and/or instruments within the song</li> </ul>	
		<ul style="list-style-type: none"> <li>Listen and appraise - Rockin' All Over The World by Status Quo/ a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose/Sing the song and perform composition(s) within the song</li> </ul>	
		<ul style="list-style-type: none"> <li>Listen and appraise - Johnny B. Goode by Chuck Berry/ a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts e. Improvise option (optional extension activities for</li> </ul>	

		improvisation) f. Play your composition(s) within the song Choose what you perform today. Start to prepare for the end-of-unit performance	
		<ul style="list-style-type: none"> <li>Listen and appraise - I Saw Her Standing There by The Beatles/ a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Prepare for the end-of-unit performance</li> </ul>	
<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Children will develop acceptance of how there are many ways to live and our music choices are personal and make us unique.	Children can become performers regardless of talent.	Children will develop and understanding of how music can be used to express themselves therefor supporting their own wellbeing.	Children will understand how to evaluate the performance of others in a positive way.
<b>Relevant RRSA Article</b>	<b>Article 31:</b> Every Child has the right to relax, play and take part in a wide range of cultural artistic activities.		

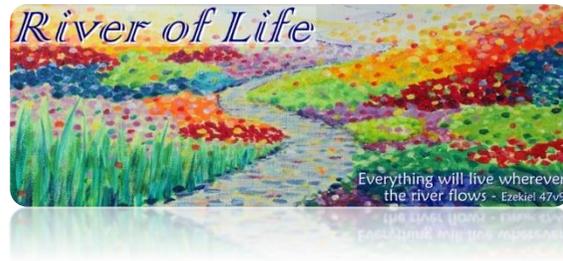
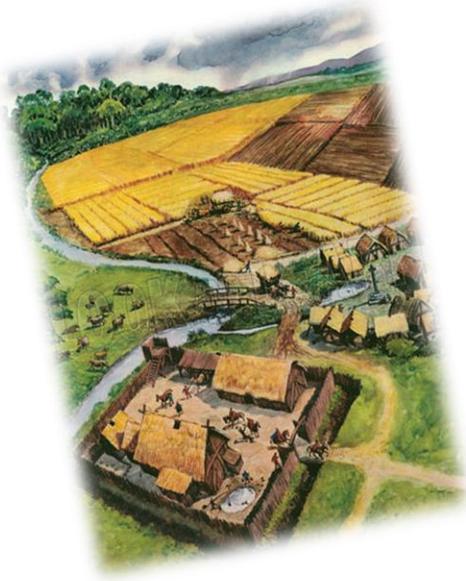
MFL			
<b>National Curriculum</b>	<b>Skills (Rainbow Continuum)</b>	<b>Overall Subject Outcome(s)</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>		Children will learn verbs and adverbs in French, further secure recall of numbers to 40, months of the year,	<ul style="list-style-type: none"> <li>Songs (youtube),</li> <li>Number cards,</li> <li>Pictures and visual prompts.</li> </ul>
		<b>Writing Opportunity</b>	
<b>Key Questions / Learning Journey Steps</b>		<b>Activity</b>	
How far can you count in French?		<ul style="list-style-type: none"> <li>revise numbers to 40 and learn beyond to 60</li> </ul>	
How many months in one year?		<ul style="list-style-type: none"> <li>learn months of the year</li> </ul>	
How many days in each month?		<ul style="list-style-type: none"> <li>learn own birthday and other dates</li> </ul>	
How do the French celebrate birthdays?		<ul style="list-style-type: none"> <li>Cultural understanding: birthday celebrations – write own birthday</li> </ul>	
Which French numbers do we need to know to say and write the date?		<ul style="list-style-type: none"> <li>Write today's date – learn seasons</li> </ul>	
Which months are in which seasons?		<ul style="list-style-type: none"> <li>Consolidate seasons and revise the weather</li> </ul>	
<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
Children will develop social skills using another language.	Children will learn how different languages are useful and relevant in a fast changing, modern world.	Children will begin to understand safety in a foreign country.	Children will develop and understanding of the importance of tolerance in a global community.
<b>Relevant RRSA Article</b>	<b>Article 30:</b> Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live		

Computing			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
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.	I can protect my password and other personal information.	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.	<a href="https://digital-literacy.org.uk/y5-strong-passwords-Lesson">https://digital-literacy.org.uk/y5-strong-passwords Lesson</a> <b>Budd:e</b> - <a href="#">Password Power</a> Lesson plan <a href="#">Symantec - Password strength checker</a> Password security checking tool <a href="#">How strong is my password?</a> <b>Netsmartz</b> - <a href="#">Password Rap</a> Video <b>Roboform</b> - <a href="#">How secure is my password?</a> Password strength checking tool <b>Digizen</b> - <a href="#">Perfect passwords</a> Teaching resource and activities  Planit-Twinkl Internet safety childnet ceop
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
When are passwords used?		<ul style="list-style-type: none"> <li>Investigate when passwords might be used and their purpose.</li> </ul>	
How can we strengthen our passwords?		<ul style="list-style-type: none"> <li>Explore cipher and how codes can be used to create strong passwords.</li> </ul>	
Are our passwords secure?		<ul style="list-style-type: none"> <li>Use password strength checker to identify weakness' in passwords.</li> </ul>	
Why don't we share passwords?		<ul style="list-style-type: none"> <li>Investigate the repercussions of sharing passwords.</li> </ul>	
		<ul style="list-style-type: none"> <li></li> </ul>	
Growth	Possibilities	Health	Community
Children will develop an understanding of morality on the internet and how this differs to morality in real life.	Children will understand that the development of internet security and computer systems may impact on their career choices.	Children will understand that in order to keep safe online and develop healthy and positive relationships, they must take internet security seriously.	Children will understand the benefits and risks of online communities.
<b>Relevant RRSA Article</b>	<b>Article 29: Education must develop every child's personality, talents and abilities to the full.</b>		

## Computing

Computing			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<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>	<ul style="list-style-type: none"> <li>These skills should be revised:</li> <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>I can use the skills I have already developed to create content using unfamiliar technology. I can select, use and combine the appropriate technology tools to create effects that will have an impact on others. I can review and improve my work and support others to improve their work.</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 we improve our typing speed?		<ul style="list-style-type: none"> <li>Investigate ways to improve typing skills</li> </ul>	
Is there a quicker way?		<ul style="list-style-type: none"> <li>Shortcut keys and formatting</li> </ul>	
How can we transfer information from the internet?		<ul style="list-style-type: none"> <li>Copy and paste texts and images into a word document</li> </ul>	
How can we create a table?		<ul style="list-style-type: none"> <li>Inserting tables into a word document</li> </ul>	
How can we improve the look of our document?		<ul style="list-style-type: none"> <li>Page layouts, headers and footers</li> </ul>	

# RIVER OF LIFE



**"Life is like riding a bicycle. To keep your balance, you must keep moving."**  
Albert Einstein - Physicist

**Dreams are the stepping stones that take us across the river of life.**  
Anon.

**Water is life, and clean water means health.**  
Audrey Hepburn - Actress

