



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 2	Topic Title/Theme: Fantastic Fruit	Term: Spring
Entry Point: Children will use google maps and atlases to compete an Africa challenge.	Exit Point: Show case for parents/carers	Visits/Visitors or Special Arrangements: Visit to a Mosque
Topic Overview: Children will learn about how to live a healthy life style in particular with reference to their diet. They will learn how far some fruit and vegetables travel to get to our super marks as well as understanding that we can grow our own. They children will understand what Fairtrade is and learn the importance of this. Children will learn about Henry VIII and how has life style could have been better. Children will learn about Africa and how their physical and human features differ from ours. Children will learn about animals and their young as well as understanding their life-cycles. Children will find out about the religion of Sikhism and understand their traditions and culture.		Outdoor Learning: <ul style="list-style-type: none"> Fruit kebabs Subjects taught on a weekly basis: <ul style="list-style-type: none"> Physical Education Music Computing

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

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
Science	Geography	Geography	RE	RE	DT	Science	History	History	Art	Art	PSE
Animals including Humans	Small area of non-European country Uganda – Fairtrade fruit Uganda mangoes.		Islam		Food tech – fruit OUTDOOR	Animals including Humans	Famous people – Kings and Queens – focus on Henry VIII, Queen Elizabeth II, (health in the Royal family?)		Textiles – dip dye and printing onto fabric: (Using fruit print blocks)		

Science				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> Answer questions using evidence Begin to make predictions about what might happen Use books to find information Identify, classify and use bulleted lists 	Produce a healthy meal for a school packed lunch with an explanation.	<ul style="list-style-type: none"> Twinkl: Animals including humans unit Photographs Stop watches Internet Scissors and glue Sports equipment Glitter Hand lotion Soap 	
		Writing Opportunity		
		Life cycle explanation text Growing and changing booklet		
Key Questions / Learning Journey Steps		Activity		
How do animals change as they grow?		<ul style="list-style-type: none"> Animals and their young matching activity Explain changes in animals as they grow Life cycle of an animal (frog or butterfly) 		
How do humans change as they grow?		<ul style="list-style-type: none"> Growing and changing book – baby, toddler, child, teenager, adult, elderly Growth enquiry investigation 		
What are the basic needs of humans and animals?		<ul style="list-style-type: none"> Basic needs sorting activity Caring for animals Pet fact file True or false? <p>Homework task in preparation – food journal</p>		
What does a good diet consist of?		<ul style="list-style-type: none"> Evaluate food journal Design a healthy menu 		
Why do humans need exercise?		<ul style="list-style-type: none"> Exploring exercise activities with evaluation How many can you do in a minute? Which did you like the best and why? 		
How and why should I keep myself clean?		<ul style="list-style-type: none"> How to keep clean poster Hygiene heroes game Glitter bug investigation 		

Growth	Possibilities	Health	Community
Children will understand how they will change as they grow.	Children will understand that anyone can care for animals, others and themselves.	Children will know how to eat a balanced diet.	Children will learn to be responsible members of the community.
Relevant RRSA Article	Article 24: Health and health services – Every child has the right to the best possible health. Governments must provide good quality healthcare, clean water, nutritious food, a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.		

Geography			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of small area in a non-European country 	<ul style="list-style-type: none"> Ask geographical questions Identify features on a map Identify the main regions of the world (continents, equator, tropics) Understand some similarities and differences in places Identify human and physical features of places 	Text comparing and contrasting the UK to Africa.	<ul style="list-style-type: none"> Atlas Espresso Globe Videos
		Writing Opportunity	
		Text comparing and contrasting the UK to Africa.	
Key Questions / Learning Journey Steps		Activity	
Where is Uganda?		<ul style="list-style-type: none"> Use google maps to locate Atlas work – locate Uganda and UK. Teach about the continent of Africa. 	
What are the human and physical features of Africa?		<ul style="list-style-type: none"> Sorting activity 	
What is life like in Africa?		<ul style="list-style-type: none"> Watch video clips and compare/contrast 	
What is fair trade?		<ul style="list-style-type: none"> Espresso 	

Growth	Possibilities	Health	Community
Children will learn to empathise with children from different backgrounds.	Children will learn it is possible to travel and explore other countries.	Children will learn the importance of fresh water.	Children will learn how different communities live and make comparisons.
Relevant RRSA Article	Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.		

RE				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
People, Places and Practices - Naming ceremony - Marriage	Explore Pupils use religious words and phrases to identify some features of religion and its importance to some people. They begin to show awareness of the similarities in religions including key questions raised by believers. They can talk about how religion is expressed in different ways and can explain the meanings of some religious symbols and rituals. Engage They can express and discuss ideas about right and wrong. Reflect Pupils can identify more than one religious tradition or faith community and can describe some of the distinctive features of those traditions or communities.	Table of similarities and differences.	<ul style="list-style-type: none"> • Visit to a mosque • Ipads • Images 	
		Writing Opportunity		Explanation of the Bismillah ceremony
Key Questions / Learning Journey Steps		Activity		
How do followers of this religion live? How are Muslim babies welcomed into the faith?		<ul style="list-style-type: none"> • Learn about the naming ceremony • Visit a mosque – find out about rites of passage • Role play the Bismillah ceremony • Annotate images (freeze frames) explaining the ceremony. 		
How do followers of this religion live? How do followers of this religion celebrate marriage?		<ul style="list-style-type: none"> • Look at Muslim marriage and compare to a Christian marriage. 		
Growth	Possibilities	Health	Community	
Children should understand that rites of passage can be celebrated differently within different religious communities.	Children should understand that there are different religions that they could choose to follow.	Children should reflect upon different ways of celebrating the rites of passage.	Children should learn about the different celebrations which might occur within their community.	
Relevant RRSA Article	Article 14: Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights.			

DT			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from 	<ul style="list-style-type: none"> Draw pictures with labels with some text Follow basic safety rules Understand and use the term ingredient Use like and dislike when evaluating and describing 	Make and enjoy a fruit kebab which can be evaluated using a photograph and text. Writing Opportunity Evaluation	<ul style="list-style-type: none"> Fruit Knives Hand sanitizer Chopping boards Skewers Outdoor area
Key Questions / Learning Journey Steps		Activity	
Which fruit would be suitable for a fruit kebab?		<ul style="list-style-type: none"> Talk about healthy eating. Design a fruit kebab 	
How can I stay safe when preparing food?		<ul style="list-style-type: none"> Discuss hygiene Prepare / cut fruit 	
How do I safely cook a fruit kebab?		<ul style="list-style-type: none"> OUTDOOR LEARNING – MAKE AND EAT 	
How did my fruit kebab turn out?		<ul style="list-style-type: none"> Evaluate fruit kebab – image with text. 	

Growth	Possibilities	Health	Community
Children will experience cooking for themselves.	Children will understand that they can make their own healthy choices.	Children will understand the benefits of eating a well-balanced diet.	Children will understand that fruit can be bought from a local supplier or self-grown.
Relevant RRSA Article	Article 24: Health and health services – Every child has the right to the best possible health. Governments must provide good quality healthcare, clean water, nutritious food, a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.		

History			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements Compare aspects of life in different periods Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> Use the internet for research Develop an awareness of the past Know some of the main events and people studied in a topic Use some dates and terms accurately 	Banquet	<ul style="list-style-type: none"> Internet Food Hall time Tudor music
		Writing Opportunity	
		Timeline of Queen Elizabeth II's life with key facts.	
Key Questions / Learning Journey Steps		Activity	
Who is Henry VIII?		<ul style="list-style-type: none"> Give children a range of facts, pictures and/or objects. Can they work out who we are learning about? What do we already know? 	
What happened to Henry VIII's wives?		<ul style="list-style-type: none"> Listen to the song on YouTube. Teach about wives and children to complete a table showing details of each 	
What did Henry VIII eat?		<ul style="list-style-type: none"> Tudor food and banquets Children to have a banquet in the class/hall listening to Tudor music 	
Who is Queen Elizabeth II?		<ul style="list-style-type: none"> Show children a photo and ask who is this? Give each child a fact about Queen Elizabeth II – teach each other. 	
		<ul style="list-style-type: none"> Watch The Queens Life on Camera in 90 seconds - YouTube 	
What are some key events in Queen Elizabeth's life?		<ul style="list-style-type: none"> Children to create 5 fact cards each with a date and fun fact. Order into timeline. 	

Growth	Possibilities	Health	Community
Children will learn about morals around how to treat others.	Children will learn that sometimes they might have to make decisions that will affect others.	Children will understand that choices they make regarding diet can impact on their health.	Children will learn that members of our community celebrate royal events.
Relevant RRSA Article	Article 24: Health and health services – Every child has the right to the best possible health. Governments must provide good quality healthcare, clean water, nutritious food, a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.		

Art			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> Use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> Explore ideas Use a range of materials/process to show ideas/meanings Begin to use ways to improve work Mix secondary colours to make a wide range of new colours 	Dip dye t-shirt	<ul style="list-style-type: none"> Dip dyes T-shirts Fabric Elastic bands Plastic gloves Fruit Knives Ink Hair dryer
		Writing Opportunity	
		Evaluation	
Key Questions / Learning Journey Steps		Activity	
What is dip dye?		<ul style="list-style-type: none"> Introduce children to dip-dye and the techniques Children to explore colour and technique with small section of fabric 	
How can I dip dye effectively?		<ul style="list-style-type: none"> Children to open up fabric from last lesson and verbally evaluate Choose 2-3 colours for final t-shirt 	
What is a printing block?		<ul style="list-style-type: none"> Experiment with different printing blocks and verbally evaluate patterns and shapes produced 	
How can I print effectively on fabric?		<ul style="list-style-type: none"> Children select a printing block and colour. Complete t-shirt 	
Is my design effective?		<ul style="list-style-type: none"> Evaluate 	

Growth	Possibilities	Health	Community
Children will learn to persevere and overcome obstacles.	Children will have the opportunity to be imaginative and create their own designs.	Children will learn resilience and how to be reflective to make improvements.	Children will learn to be respectful of others' ideas.
Relevant RRSA Article	Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as for their parents, their own, other cultures and the environment.		

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 the importance of having friends and how they can make this happen. They will learn to evaluate and reflect on their own behavior and the consequences it has. Children will also learn how to recognise, name and manage a range of feelings.	<ul style="list-style-type: none"> See Dimensions individual lesson resources.
		Writing Opportunity	
		<ul style="list-style-type: none"> Advert for a good friend. Setting of own goal for the future 	
Key Questions / Learning Journey Steps		Activity	
What are the traits of a good friend?		<ul style="list-style-type: none"> Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends 	
Why is it important to make friends?		<ul style="list-style-type: none"> Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends 	
What is the importance of cross-cultural friendships?		<ul style="list-style-type: none"> Core Theme 2 Unit 4 LESSON 3: Friendship - Hola! Bonjour! 	
Why is it important to share?		<ul style="list-style-type: none"> Core Theme 2 Unit 4 LESSON 4: Friendship - Share Alike 	
What is anger and how is it expressed and managed?		<ul style="list-style-type: none"> Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr! 	
What is love and why is it important?		<ul style="list-style-type: none"> Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words 	
How can I cope with sadness, change and loss?		<ul style="list-style-type: none"> Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope 	
What consequences does my behavior have?		<ul style="list-style-type: none"> Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad 	
Which goals can I set for myself?		<ul style="list-style-type: none"> Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal! 	

Growth	Possibilities	Health	Community
Children will learn to respond to consequences of their behavior and learn from their actions.	Children will learn about the importance of communication in building and maintaining friendships.	Children will learn how to socialise effectively with others.	Children will understand they can have many friends in a variety of settings.
Relevant RRSA Article	Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.		

PE (Indoor) Spring 1 and 2			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Perform dances using simple movement patterns	<ul style="list-style-type: none"> - Copy and remember actions in a sequence - Begin to use rhythm - Make simple moves with increasing control and coordination 	Performance at dance festival	<ul style="list-style-type: none"> • Hall time • Music
		Writing Opportunity	
		N/A	
Key Questions / Learning Journey Steps		Activity	
How do I move to a beat?		<ul style="list-style-type: none"> • Basic rhythm – moving to the beat and copying simple actions 	
How do I copy simple movements?		<ul style="list-style-type: none"> • Learn beginning of dance including start positions 	
		<ul style="list-style-type: none"> • Recap and begin middle 	
		<ul style="list-style-type: none"> • Recap and finish middle 	
		<ul style="list-style-type: none"> • Recap and learn the end including finishing position 	
How do I perform to an audience?		<ul style="list-style-type: none"> • Perform at Sage 	

Growth	Possibilities	Health	Community
Children will learn how to overcome fears of being on stage.	Children will gain experience of performing to an audience.	Children will understand the importance of exercise.	Children will take part in an activity with other schools in the community.
Relevant RRSA Article	Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.		

PE (Outdoor) Spring 1				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending. 	<ul style="list-style-type: none"> Start to link skills and actions within simple games. Begin to understand some concepts of a game e.g. opponent, teammate. Begin to show some understanding of simple tactics. 	Mini tournament.	<ul style="list-style-type: none"> Basket balls Hoops Cones Bibs Whistle MUGA 	
		Writing Opportunity		
Key Questions / Learning Journey Steps		Activity		
How do I move with the ball in a game?		<ul style="list-style-type: none"> Dribbling in a straight line, round cones etc. 		
How do I use space when passing and receiving in a game?		<ul style="list-style-type: none"> Dribbling avoiding defenders. Piggy in the middle in groups of 4. 		
How do I pass and receive the ball in a game?		<ul style="list-style-type: none"> Piggy in the middle in groups of 4. 		
How do I make and deny space when attacking and defending in a game?		<ul style="list-style-type: none"> Mini basketball game (1 hoop each – aim to get the ball to person in the hoop) 		
How do I protect a target?		<ul style="list-style-type: none"> Children to shoot into the basketball hoops while another defends. 		
How do I use team work in an invasion game?		<ul style="list-style-type: none"> Play mini tournament. 		

Growth	Possibilities	Health	Community
Children will learn to be realistic in a game situation.	Children will learn that they could join a sports club.	Children will learn the benefits of regular exercise.	Children will learn to communicate with others in a supporting manner.
Relevant RRSA Article	Article 31: Every child has the right to play, relax and take part in a wide range of activities.		

Music Spring 1			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. Make sequences of sounds and combine sounds for different purposes 	<ul style="list-style-type: none"> Create simple accompaniments Sing simple songs from memory Begin to say what they like and dislike 	To listen and appraise rock music, allowing an understanding of the rock genre. Chn will play games, improvise and focus on composition.	Charanga
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
Why must we warm our voices up?		<ul style="list-style-type: none"> Listen and appraise Warm up games Learn to sing and perform 	
Can you identify similarities and differences in different rock songs?		<ul style="list-style-type: none"> Listen and appraise – we will rock you Warm up games Flexible games Learn to sing Think about instruments 	
What notes should we use when playing the glockenspiel?		<ul style="list-style-type: none"> Listen and appraise – smoke on the water Learn to sing Introduce instruments Perform short piece 	
What is improvisation?		<ul style="list-style-type: none"> Listen and appraise – rockin all over the world Learn to sing Continue instruments Introduce improvisation Perform 	
What is composition?		<ul style="list-style-type: none"> Listen and appraise- Jonny B. Goode Learn to sing Instruments Composition 	
Can you perform from memory?		<ul style="list-style-type: none"> Listen and appraise – I saw her standing there Composition Perform – final performance 	

Growth	Possibilities	Health	Community
Children will begin to listen and appraise music from other cultures. This will allow them to develop their knowledge of the world around them.	Giving children the opportunity to listen to music from around the world will broaden their choices and allow differences to be explored.	Chn will be able to express their opinion on genres of music. They will provide opinions and express themselves through singing, using instruments and composing.	Providing the children with the opportunity to learn and appreciate songs from other cultures will allow them to share these experiences with other's and spread knowledge.
Relevant RRSA Article	Article 13		

Music Spring 2				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices listen with attention to detail 	<ul style="list-style-type: none"> Use their voice in different ways Create simple accompaniments Begin to say what they like and dislike 	The chn will learn to appraise reggae music through discussion of likes and dislikes and also similarities and differences of other genres. They will begin to compose their own music, ready for a final performance.	Charanga	
		Writing Opportunity		
Key Questions / Learning Journey Steps		Activity		
What do you like/dislike about this song?		<ul style="list-style-type: none"> Listen and appraise – Zoo-time Warm up games Learn to sing and perform 		
Can you identify similarities and differences in different reggae songs?		<ul style="list-style-type: none"> Listen and appraise – Kingston town Warm up games Flexible games Learn to sing Think about instruments 		
Can you play the glockenspiel accurately?		<ul style="list-style-type: none"> Listen and appraise – shine Introduce instruments Play simple tunes accurately Perform short piece 		
What is improvisation?		<ul style="list-style-type: none"> Listen and appraise – I.G.Y Learn to sing Continue instruments Introduce improvisation Perform 		
What is composition?		<ul style="list-style-type: none"> Listen and appraise- Feel like jumping Learn to sing Instruments Composition 		
Can you perform from memory?		<ul style="list-style-type: none"> Listen and appraise – I can see clearly now Composition Perform – final performance 		

Growth	Possibilities	Health	Community
Children will begin to listen and appraise reggae music and develop an understanding of this genre. This will	Giving children the opportunity to listen to music from around the world will	Chn will be able to express their opinion on genres of music. They will provide opinions and express themselves through	Providing the children with the opportunity to learn and appreciate songs from other cultures will allow them

allow them to develop their knowledge of the world around them.	broaden their choices and allow differences to be explored.	singing, using instruments and composing.	to share these experiences with other's and spread knowledge.
Relevant RRSA Article	Article 13		

Computing (E-safety week)			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or their online technologies (5 th Feb)	<ul style="list-style-type: none"> Describe what the internet is Name the things they can do online Explain different things they need to ask permission for Recognise how to make good choices online Explore ways to ask others for permission 	Children will make good choices online.	Enough activities have been provided to be used across a week allowing you to select as many, or few activities, to use depending on the young people's understanding and time available. Please choose from the activities saved in computing folder- e-safety week 2019.
		Writing Opportunity	
		Draw and write activity.	
Key Questions / Learning Journey Steps		Activity	
How do I stay safe on social media?		<ul style="list-style-type: none"> Read Zap and Zoom story (E-safety folder, public) Children to complete draw and write activity to show might happen next in the story. 	

Growth	Possibilities	Health	Community
Children will learn how to become independent online and how to do this safely.	Children will learn that it is possible to communicate with others online.	Children will learn that if something happens on social media they must tell a trusted grown up.	Children will learn how to communicate with others safely online.
Relevant RRSA Article	Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information as long as it is within the law.		

Computing			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p>	<ul style="list-style-type: none"> • navigate around a spreadsheet. • explain what rows and columns are. • save and open sheets. • enter data into cells. • open the Image toolbox and find and add clipart. • use the 'move cell' tool so that images can be dragged around the spreadsheet. • use the 'lock' tool to prevent changes to cells. • give images a value that the spreadsheet can use to count them. • add the count tool to count items. • add the speak tool so that the items are counted out loud. • use a spreadsheet to help work out a fair way to share items. • use copying and Pasting and total tools. • Create a table and block graph. 	<p>Input data to produce a line and block graph.</p>	<ul style="list-style-type: none"> • Purple Mash 1.8 • Spreadsheets 3 lessons • Purple Mash • 2.3 Spreadsheets 4 lessons
		<p>Writing Opportunity</p>	
Key Questions / Learning Journey Steps		Activity	
What is a spreadsheet?		<ul style="list-style-type: none"> • To understand what a spreadsheet looks like. • To be able to navigate around a spread sheet and enter data. • To learn new vocabulary related to spreadsheets. 	
How do I add images to a spreadsheet?		<ul style="list-style-type: none"> • To add clipart images to a spreadsheet. • To use the 'move cell' and 'lock' tools. 	
How do I use a spreadsheet to count?		<ul style="list-style-type: none"> • To use the 'speak' and 'count' tools in 2Calculate to count items. 	
How do I copy and paste on a spreadsheet?		<ul style="list-style-type: none"> • To use copying and pasting shortcuts in 2Calculate. • To use 2Calculate totalling tools. • To use 2Calculate to solve a simple puzzle 	
How do I add amounts on a spreadsheet?		<ul style="list-style-type: none"> • To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects. 	
How do I create a table and block graph on a spreadsheet?		<ul style="list-style-type: none"> • To add and edit data in a table layout. • To use the data to manually create a block graph. 	

Growth	Possibilities	Health	Community
Children will learn to persevere when faced with a challenging activity.	Children will learn that they can use ICT as a means to do calculations.	Children will learn about recommendations for screen time for children of their age.	Children will learn to support others and accept help when needed.
Relevant RRSA Article	Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.		



"When eating a fruit, think of the person who planted the tree."

Vietnamese Proverb

