



Harlow Green Primary School

National Curriculum Medium Term Planning

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| Year Group: 3 | Topic Title/Theme: Stronger Together | Term: Spring |
| Entry Point: Archaeological Dig where children use tools to discover objects within sand trays and generate ideas about what they might be learning about – an ancient community | Exit Point: Children will understand how the UK has changed over time and give reasons for changes. | Visits/Visitors or Special Arrangements: Dr Jo's Time machine Stone Age Day Visit to local Synagogue |
| Topic Overview: Within this topic, children will develop an understanding of the importance of being part of a community. The idea of belonging and a sense of purpose is a key focus whether that is within the Stone Age/Iron Age or as a member of a religious community. Studying the local area and how that has changed due to the demands of the community will further establish the importance of how a group of people live together. Through art and PSE, children will explore how we communicate within a community to share stories, how we feel and expectations of how individuals should behave and interact. | | Outdoor Learning: <ul style="list-style-type: none"> Gathering/Cooking (DT) Building a shelter as a team (DT/PSE) Subjects taught on a weekly basis: <ul style="list-style-type: none"> Physical Education Music MFL Computing |

| Curriculum Drivers | | | |
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| 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 | History | History | Art | Art | DT | Science | RE | RE | Geography | Geography | PSE |
| Animals including Humans | Stone Age Communities | | Sharing Stories / Communicating (paint) Colour mixing and Van Gogh | | Food | Animals including Humans | Judaism Prayer, places of worship and artefacts | | How the local area has changed to meet the needs of the community | | Being a positive member of the |

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| | | | | | Celebrations Purim, Shavuot | (human and physical geography of an area in the UK) | Harlow Green community |
| PE | Dance, Tennis, May pole dancing | Music | Reggae music | MFL | Classroom objects France | Computing | Spreadsheets, data handling, branching stories. |

| Computing- Spring 1 | | | |
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| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources |
| National Curriculum KS2 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. | Create pie charts and bar graphs. Use the more than, less than and equals tools. To use coordinates to describe a cell location. Create yes/no questions To create and use branching databases. | To create own pie charts, bar graphs and branching database | Purple Mash 3.3 spreadsheets 3 lessons 3.6 branching databases 4 lessons |
| | | Writing Opportunity | |
| | | Children create own survey | |
| Key Questions / Learning Journey Steps | | Activity | |
| Children can create a table of data on a spreadsheet. Children can use a spreadsheet program to automatically create charts and graphs from data. | | <ul style="list-style-type: none"> Children create survey about favourite foods In put data in a table Convert into bar chart | |
| Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to sums. Children can use the 'spin' tool to count through times tables. | | <ul style="list-style-type: none"> Input more than, less than tools in a sequence of numbers Create own sequence of numbers using tools Create own times table spinner | |
| To sort objects using just 'yes' or 'no' questions. | | <ul style="list-style-type: none"> Use fruit images and sort into database using yes/no cards Children think of questions to separate the objects | |
| To complete a branching database using 2Question. | | <ul style="list-style-type: none"> Use the six fruit images and data from last lesson to create a branching database | |
| To create a branching database of the children's choice. | | <ul style="list-style-type: none"> Use 2 question to create new branching database. | |

| Growth | Possibilities | Health | Community |
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| Children will learn to persevere when faced with a challenging activity. | Children will learn that they can use ICT as a means to store data. | Children will learn about giving consent online. | 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. | | |

| PE Spring 1 Dance | | | |
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| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources |
| <ul style="list-style-type: none"> Perform basic dance actions with greater control and fluency Copy and perform set steps Perform with a sense of phrasing Evaluate performances Create a whole dance Observe each other | | Create and perform a group dance | <ul style="list-style-type: none"> Val sabin PE scheme Dance CD |
| | | Writing Opportunity | |
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| Key Questions / Learning Journey Steps | | Activity | |
| How can I display my body in different shapes? | | <ul style="list-style-type: none"> Explore different shapes of pathways Practise moving sharply into compass points | |
| How can I express feelings through dance? | | <ul style="list-style-type: none"> Practise and perform the hill climbing dance | |
| How can I structure a dance the apply it in a group? | | <ul style="list-style-type: none"> Practise turning jumps Create rocking and travelling actions in groups of three Perform explorers in space dance | |
| What do others do well in their group dance? | | <ul style="list-style-type: none"> Unit 2: The Hornpipe Half children and take in turns to perform Evaluate performances | |

| Growth | Possibilities | Health | Community |
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| 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. | Children should have the opportunity to take part in activities which improve their health. | The children will be able to share their knowledge of different genres and cultures with others. |
| Relevant RRSA Article | Article 31: I have the right to relax, play and take part in a range of activities. | | |

| PE Spring 1 and 2 Net/wall games | | | |
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| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources |
| <ul style="list-style-type: none"> Consolidate and improve the quality of their hitting skills Develop range of skills used Use a range of simple tactics Make rules for net games | | Play confidently and competitively in small sided net games. | <ul style="list-style-type: none"> Net/court/wall games planning Tennis balls Tennis rackets Nets |
| | | Writing Opportunity | |

| | | Write rules for game | |
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| Key Questions / Learning Journey Steps | | Activity | |
| How can I control a ball while bouncing it? | | <ul style="list-style-type: none"> • Weave in and out of hoops bouncing the ball • Play Big Ball hand tennis | |
| How can I throw the ball up in the air without dropping it? | | <ul style="list-style-type: none"> • Pat the ball • Quoit tennis | |
| How can I use a bat and ball? | | <ul style="list-style-type: none"> • Use tennis rackets to control ball • Bounce upwards/ downwards • Bounce to partner | |
| How can I hit a target? | | <ul style="list-style-type: none"> • Target tennis • High Score tennis | |
| How can I throw over a net with control? | | <ul style="list-style-type: none"> • Scramble tennis • Throw volleyball | |

| Growth | Possibilities | Health | Community |
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| 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. |
| Relevant RRSA Article | Article 29: Education must develop every child's personality, talents and abilities to the full. | | |

| Science | | | |
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| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources |
| <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Record and label sketches and diagrams, sometimes with notes Use books and other sources of Information Decide on approaches to answer questions and suggest own ideas | Children will make skeletons and explain the function | <ul style="list-style-type: none"> Paper plates Food Skeleton Junk Straws Paper Pipe cleaners Split pins Lolly sticks |
| | | Writing Opportunity | |
| | | Comparing diets of different animals | |
| Key Questions / Learning Journey Steps | | Activity | |
| How do animals and humans obtain food? | | <ul style="list-style-type: none"> Nutrition pyramid Paper plate balanced diet | |
| What nutrients do animals need? | | <ul style="list-style-type: none"> Compare diets and reasons why | |
| What are the different skeleton types? | | <ul style="list-style-type: none"> Endoskeletons, hydro skeletons and exoskeletons | |
| What are the bones in a human skeleton? | | <ul style="list-style-type: none"> Labelling skeleton | |
| What are the functions of a skeleton? | | <ul style="list-style-type: none"> Complete table to explain function of skeleton types | |

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| Children will understand how different animals in our world have different skeletons and how these help them to survive | Children will explore the possibilities of jobs in biology or as a dietician | Children will understand how choices in nutrition impacts upon well-being. | Children will understand how some communities make choices about eating different food groups (e.g. vegan) |
| Relevant RRSA Article | Article 24 (health and health services) 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. | | |

| History | | | |
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| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources |
| Changes in Britain from the Stone Age to the Iron Age | Guess what objects from the past were used for, using evidence to support answers Understand that some events of the past affect people's lives today Summarise the main events from a period in history, using their characteristics Give reasons for main events and changes Begin to understand why some people acted as they did and give reasons | Combining text and images produce a timeline which presents how life has changed from Stone Age, through the Bronze Age, to the Iron Age | <ul style="list-style-type: none"> • Items for archeological dig (images of stones, descriptor cards) • Sand trays • Brushes • Stone Age Boy by Satoshi Kitamura • Espresso • BBC History website |
| | | Writing Opportunity | |
| | | Diary Entry – A day in the life of a child in Stone Age times | |
| Key Questions / Learning Journey Steps | | Activity | |
| How do we know about life in the past? | | <ul style="list-style-type: none"> • Archeological dig, finding different flints in sand boxes and matching them to the descriptors to find out what they were used for. | |
| What was life like in the Stone Age? | | <ul style="list-style-type: none"> • BBC Bitesize & Espresso Videos to provide children with visual, concrete understanding of the period – begin to make notes on mind maps | |
| How did children contribute to their community? | | <ul style="list-style-type: none"> • Read stone age boy – find out about life in the stone age and create comparison table of Om and stone age boy (cooking, hunting and making tools) • Write a letter from Om to the future. | |
| What were the key changes from Bronze Age to the Iron Age? | | <ul style="list-style-type: none"> • Understand how the transition happened between Ages – Dr Joe (Visitor) (2 sessions) | |
| How can we summarise what we have learned to teach others? | | <ul style="list-style-type: none"> • Tabulating information learned about the differences between the two periods (2 sessions) | |

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| 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. |
| Relevant RRSA Article | Article 28: Every child has the right to education (Were Stone Age/Iron Age children educated and what was it like?) | | |

| Art | | | |
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| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources |
| <p>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]</p> <p>about great artists, architects and designers in history.</p> | <p>Design, draw, paint or make images for different purposes using knowledge and understanding (green)</p> <p>Use brushes in different ways (green)</p> <p>Mix and use tertiary colours (green)</p> <p>Experiment with mood using colour</p> <p>Create artwork following an idea or towards a specific purpose (green)</p> <p>Use a sketchbook to make notes about artists, skills and techniques (green)</p> | <p>Children will explore colour mixing and use of colour in paint. Children will explore how painting is a method of communication and produce art in the style of cave paintings.</p> <p>Writing Opportunity</p> <p>Evaluation of work</p> | <ul style="list-style-type: none"> Blank colour wheels Paper Primary paint White paint Brushes Images of Sean Scully's art Paint made with natural materials Images of cave paintings |
| Key Questions / Learning Journey Steps | | Activity | |
| What are primary, secondary and tertiary colours? | | <ul style="list-style-type: none"> Make colour mixing charts (make secondary colours mixing two primary colours together)  | |
| How does white change the tint of a primary colour? | | <ul style="list-style-type: none"> Explore adding white to a colour to make colour strips | |
| Who is Sean Scully? | | <ul style="list-style-type: none"> Look at the art of sean scully – produce studies in the style of | |
| How is art used to communicate? | | <ul style="list-style-type: none"> Look at use of natural materials to make paint Explore cave paintings and how they were used to communicate Create own cave painting | |

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| Children gain knowledge and understanding of how colours can be mixed and of primary and tertiary colours. | Children will learn about the possibility of being an artist and of different types of art. | Children will develop an understanding of how art can make people feel and how colours can be used to influence mood. | Children will learn about how members of stone age communities came together to produce cave paintings to communicate important events in the community |
| Relevant RRSA Article | Article 13 (freedom of expression) 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. | | |

| DT | | | |
|--|--|--|---|
| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources |
| <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | Choose tools and equipment which are appropriate for the job Begin to select their own ingredients when cooking or baking Make good presentation of food | Prepare and taste a stone age meal | <ul style="list-style-type: none"> food pictures for hunter gathering fruit |
| | | Writing Opportunity | |
| | | Write a menu Evaluation | |
| Key Questions / Learning Journey Steps | | Activity | |
| What was the early stone age diet? | | <ul style="list-style-type: none"> Hunter/ gathering activity in yard Compare food collected to a healthy diet today | |
| What food did they eat in the stone age? | | <ul style="list-style-type: none"> Write a three course menu for the stone age boy | |
| How do we prepare stone age fruit? | | <ul style="list-style-type: none"> Children make and taste stewed fruit Children evaluate stone age meal | |

| Growth | Possibilities | Health | Community |
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| Children will grow in knowledge and understand that people used to hunt and gather their food. | Children will learn that everyone has the opportunity to become a chef. | Children will learn about healthy diets from the past and compare them with our diet today. | Children will learn about how meals are prepared in different communities. |
| Relevant RRSA Article | Article 24 (health and health services) 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. | | |

| Science | | | |
|---|--|---|---|
| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources |
| <ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement | <ul style="list-style-type: none"> Record and label sketches and diagrams, sometimes with notes Predict before testing Think of questions to ask during testing | Children will complete an investigation into how their muscles work. | <ul style="list-style-type: none"> Bbc video clips Espresso |
| | | Writing Opportunity | |
| | | Explain how muscles work Write up investigation | |
| Key Questions / Learning Journey Steps | | Activity | |
| How do muscles allow movement? | | <ul style="list-style-type: none"> Discuss how skeletons move- address misconceptions. Can you tell your brain to move your leg? etc | |
| What are muscles? | | <ul style="list-style-type: none"> Label diagram showing cells, tissues and muscles Voluntary/ involuntary muscles | |
| How do muscles work? | | <ul style="list-style-type: none"> Children work in groups to carry out activities using muscles- predict the muscles used Write up predictions- conclusion Create fact file about muscles | |

| Growth | Possibilities | Health | Community |
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| Children will understand how their muscles develop as they grow. | Children will learn about the possibility of having a career in physiotherapy. | Children will learn the importance of a healthy body to live a happy life. | Children will learn about being a positive, healthy member of the community. |
| Relevant RRSA Article | Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential. | | |

| RE | | | |
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| Gateshead Agreed Syllabus for RE 2018 (Appendix1) | ARE Expectations (Gateshead agreed syllabus for RE 2018) | Overall Subject Outcome(s) | Resources |
| <p>The calendar -Purim -Shavuot</p> <p>People, places and practices -Jewish prayer and worship including:</p> <ul style="list-style-type: none"> • Places of worship - Teachers/leaders • Types of prayer/Principal prayers • Daily prayer • Havdalah • Jerusalem, the Holy City • Modes of dress • Bar Mitzvah • Marriage <p>Narrative - The story of Ruth linked to Shavuot - The story of Esther linked to Purim</p> <p>Principal beliefs -Talmud - Sheema</p> <p>Artefacts and Symbols</p> <ul style="list-style-type: none"> • The Ark •The Bimah • The Star of David • The prayer shawl • The skull cap • The Phylacteries • The Mezuzah | <p>Explore Pupils demonstrate their developing religious vocabulary in describing some key features of some religions and identifying their differences. They can make links between beliefs, practices and sources, including religious stories and texts. They begin to identify the impact religion has on believers' lives. They can describe some forms of religious expression.</p> <p>Engage Pupils learn to ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour.</p> <p>Reflect Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. They show an understanding of the implications of living in a diverse society.</p> | Purim basket event encompassing charitable giving. | Visit to the synagogue Images Story of Esther Art materials Food for giving |
| | | Writing Opportunity | |
| | | Leaflet about Synagogue | |
| Key Questions / Learning Journey Steps | | Activity | |
| <p>How do followers of this religion worship? What is a synagogue and what happens there?</p> | | - Visit to a synagogue and learn about worship. -Learn about the synagogue, its functions and features. -Create leaflet about the synagogue. | |
| <p>What do followers of this religion celebrate? What is Purim why is it celebrated?</p> | | - Learn about the story of Esther and how Purim is celebrated. - Create Purim baskets – linked to charity in the community. | |

| Growth | Possibilities | Health | Community |
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| Children should learn that there are many different ways to live and how these differences make us unique and important. | Children should find out about the stories and practices of different religions. | Children should have the opportunity to help keep others happy and healthy. | Children should be given the opportunity to make an impact within their local 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. | | |

| Geography | | | |
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| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires Use atlases which show physical and human features Understand the different uses of different places Understand that different places may have similar /different characteristics and give reasons for these | To identify the reasons why a place of the UK has changed over time. | <ul style="list-style-type: none"> Maps Atlas Leaflets of local area Photographs of local area showing change overtime |
| | | Writing Opportunity | |
| | | Describe changes over time Make predictions | |
| Key Questions / Learning Journey Steps | | Activity | |
| What are the human and physical features of the UK? | | <ul style="list-style-type: none"> Name and locate counties and cities of the UK Identify human and physical features and discuss how these have changed over time. | |
| What are the main rivers and seas of the UK? | | <ul style="list-style-type: none"> Use atlas and maps to identify and name the main rivers of the UK including River Tyne Discuss purpose of rivers and how this has changed over time | |
| What is the name of our county? | | <ul style="list-style-type: none"> Show images of Tyne and wear and discuss changes over time Look at leaflets and tourist information about the area Record changes over long period of time | |
| Where are areas of high ground in the UK? | | <ul style="list-style-type: none"> Identify hills and mountains on a map Discuss what people will do on mountains Sort mountain activities Introduce mountain rescue team and discuss weather changes on top of mountains | |
| How has London changed? | | <ul style="list-style-type: none"> Find London on a map- who built it? Has it always looked like this? Display photographs of how London has changed over time Discuss why London is a very important city in the world today | |
| What can change a place? | | <ul style="list-style-type: none"> Discuss immigration and why people move from different countries Look at images about how daily life has changed for children- record changes Predict what changes might occur in the future | |

| Growth | Possibilities | Health | Community |
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| Children will develop an understanding of how their physical environment impacts on their lives. | Children will develop an awareness that everyone can have a positive impact on the environment. | Children will understand why people move to feel safe. | Children will understand the term immigration and understand how our community has changed over time. |

Relevant RRSA Article

Article 24 (health and health services) 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.

| PSE | | | |
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| 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 know how to make sensible choices when online | <ul style="list-style-type: none"> 3d pshe planning documents |
| | | Children will understand the importance of a healthy lifestyle | |
| | | Children will understand how to look after their physical and mental state of mind | |
| Key Questions / Learning Journey Steps | | Activity | |
| Am I making a sensible choice? | | <ul style="list-style-type: none"> Core 1 Unit 6 Ln 3: Online Privacy – E-Protection | |
| What does 'healthy' mean? | | <ul style="list-style-type: none"> Core 1 Unit 2 Ln 1: A Balanced Approach – Define: Healthy | |
| Where does our food come from? | | <ul style="list-style-type: none"> Core 1 Unit 3 Ln 1: A Balanced Diet – Plant or Animal? | |
| What will my 'eat well plate' look like? | | <ul style="list-style-type: none"> Core 1 Unit 3 Ln 2: A Balanced Diet – Balancing Act | |
| What is the purpose of the different food groups in a balanced diet? | | <ul style="list-style-type: none"> Core 1 Unit 3 Ln 3: Working With Food – Master Chef | |
| How will I design a healthy menu for our school? | | <ul style="list-style-type: none"> Core 1 Unit 3 Ln 4: Working With Food – Our Food Hall | |
| Which is the most important part of you? | | <ul style="list-style-type: none"> Core 1 Unit 1 Ln 1: Physical, Emotional and Mental – I Am Who I Am! | |
| How important are our muscles? | | <ul style="list-style-type: none"> Core 1 Unit 1 Ln 2: Physical, Emotional and Mental – Hearts and Minds | |
| What is a 'goal'? | | <ul style="list-style-type: none"> Core 1 Unit 1 Ln 3: Physical, Emotional and Mental – Three in one | |
| How much physical activity should we do in a day? | | <ul style="list-style-type: none"> Core 1 Unit 2 Ln 2: Physical Exercise – Active Kids? | |

| Growth | Possibilities | Health | Community |
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| Children should develop socially, morally, spiritually and physically in positive ways. | Children will have a go at trying different foods and will make choices about their own lifestyle. | 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) |
| Relevant RRSA Article | 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 Spring 2 Maypole dance | | | |
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| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources |
| Pupils should be taught to: <ul style="list-style-type: none"> identify what makes a performance effective suggest improvements based on this information. Pupils should be taught to: <ul style="list-style-type: none"> create and perform dances using a range of movement patterns, including those from different times, places and cultures respond to a range of stimuli and accompaniment. | n/a | Children will perform the May pole dance together. | <ul style="list-style-type: none"> The dance lady May pole |
| | | Writing Opportunity Evaluate performances. Invite Mrs Hamilton to watch performance. | |
| Key Questions / Learning Journey Steps | | Activity | |
| What is May day? | | <ul style="list-style-type: none"> Children learn about May day and the traditions associated with the celebrations (video link dance lady) | |
| How do we coordinate our moves as a group? | | <ul style="list-style-type: none"> Children learn "The Circle dance" Children skip to a beat and remain together in a circle | |
| What is a may pole? | | <ul style="list-style-type: none"> Show children may pole and watch video clips of it being used Children skip to a beat around the may pole | |
| What is clock wise/ anti clockwise? | | <ul style="list-style-type: none"> Children wear two different colour bibs Children learn "The Barbers Pole" | |
| How can we improve? | | <ul style="list-style-type: none"> Children learn "The Spiders Web" Record groups Suggest how to make improvements | |

| Growth | Possibilities | Health | Community |
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| Children will learn about important traditions and how these impact on our lives as we grow. | Children will be willing to have a go no matter how challenging something is and offer encouragement to others. | Children will have fun learning a new skill and will reflect on their own and others development of skills. | Children will work together collaboratively supporting each other in a kind, respectful manner. |
| Relevant RRSA Article | Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. | | |

| Music | | | | |
|--|---|--|---|--|
| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources | |
| <ul style="list-style-type: none"> compose music for a range of purposes play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy | <ul style="list-style-type: none"> Carefully choose and order sounds to achieve an effect Compose simple melodies and songs Sing with a sense of the shape of the melody | To listen and appraise reggae music. Chn will focus on composition of own music, games and performing. | <ul style="list-style-type: none"> Charanga Glockenspiels Wooden instruments | |
| | | Writing Opportunity | | |
| | | | | |
| Key Questions / Learning Journey Steps | | Activity | | |
| What genre of music is Three Little Birds? | | <ul style="list-style-type: none"> Listen and appraise – Three little birds Warm up games Begin to learn the song Perform skills learnt | | |
| What instruments should we play? | | <ul style="list-style-type: none"> Listen and appraise – We're jamming Warm up games Learn to sing Think about instruments Perform skills learnt | | |
| Can you play your instrument accurately? | | <ul style="list-style-type: none"> Listen and appraise – Small people Flexible games Learn to sing Introduce instruments Perform skills learnt | | |
| Can you improvise in time to the pulse? | | <ul style="list-style-type: none"> Listen and appraise – 54-46 was my number Warm up Sing song Continue instruments Begin to improvise Perform skills learnt | | |
| What is composition? | | <ul style="list-style-type: none"> Listen and appraise – Ram goat liver Warm up Sing song Composition Perform skills learnt | | |
| Can you perform from memory ? | | <ul style="list-style-type: none"> Listen and appraise – Our day will come Warm up Composition Final performance | | |

| Growth | Possibilities | Health | Community |
|---|---|---|--|
| Children will develop their understanding of composing music. They will learn how a song is put together and how different parts of a song are used for effect. | The children will be learning to improvise with the song allowing them to explore different notes and sounds. They will become more aware of how sounds are made. | 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. | The children will experience different music that they may like or dislike. They will be able to use this to communicate with others and spread their knowledge. |
| Relevant RRSA Article | Article 13 | | |

| MFL Spring 1 | | | |
|---|--|--|---|
| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources |
| The focus of study in modern languages will be on practical communication. <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding use familiar vocabulary describe people, places, things and actions orally | <ul style="list-style-type: none"> Recall simple phrases Use basic key vocabulary and build on this through listening, practice, trial, and error Name and label articles | Chn will begin to listen and use French classroom objects. They will discuss objects, adding basic colours. The chn will finally write about the objects. | <ul style="list-style-type: none"> Flashcards Classroom items |
| | | Writing Opportunity | |
| | | <ul style="list-style-type: none"> Writing about classroom items. Writing numbers accurately. | |
| Key Questions / Learning Journey Steps | | Activity | |
| What items do we use in the classroom? | | <ul style="list-style-type: none"> Begin to introduce classroom items to children. <i>un../une..</i> un crayon, un stylo, une gomme, un taille-crayon, une règle, une trousse, une calculette, un compas, un livre, un cahier, la colle, des feutres, des ciseaux. Chn to play matching game to match item to correct word. | |
| What items do we use in the classroom? | | <ul style="list-style-type: none"> Begin to introduce classroom items to children. <i>un../une..</i> un crayon, un stylo, une gomme, un taille-crayon, une règle, une trousse, une calculette, un compas, un livre, un cahier, la colle, des feutres, des ciseaux. Chn to play matching game to match item to correct word. | |
| What do you have ? Tu as (you have) | | <ul style="list-style-type: none"> Introduce J'ai (I have). Reinforce classroom vocabulary using J'ai. Continue to consolidate classroom items, introduce some colours. | |
| Can you count classroom objects? | | <ul style="list-style-type: none"> Voici – here is. Using 2 nouns in a sentence. Voici un crayon et une gomme. Counting classroom objects. | |
| What furniture is in the classroom? | | <ul style="list-style-type: none"> Classroom furniture. Recapping masculine and feminine. Write sentences about classroom objects and furniture. Chn to make sentences with more than 2 nouns. | |
| Recap | | <ul style="list-style-type: none"> Review all learning from unit 1 primary French | |

| Growth | Possibilities | Health | Community |
|---|---|--|--|
| Children should develop knowledge of how to introduce themselves in French and how to introduce others. | 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 introduce themselves and others. |
| Relevant RRSA Article | Article 30 | | |

| MFL Spring 2 | | | |
|---|--|---|---|
| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources |
| The focus of study in modern languages will be on practical communication. <ul style="list-style-type: none"> • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | <ul style="list-style-type: none"> • Recall simple phrases • Articulate clearly • Underline correct / incorrect | The chn will learn about France and its surrounding countries. They will identify their own city, country and language. | <ul style="list-style-type: none"> • Flashcards • Songs • Images |
| | | Writing Opportunity <ul style="list-style-type: none"> • Writing about cities. • Writing numbers accurately. | |
| Key Questions / Learning Journey Steps | | Activity | |
| Can you say how old you are? | | <ul style="list-style-type: none"> • Quel âge as-tu ? J'ai... ans. Throw ball activity. How many candles on the cake etc. | |
| Can you sing a number rhyme? | | <ul style="list-style-type: none"> • Revise age – Introduce yourself, including age. • Finger rhyme 1-12 | |
| Where do you live? (answering) Where do you live? (asking) | | <ul style="list-style-type: none"> • Recap finger rhyme • Ou h'abites tu? J'habite a... • Map of local area, identify their home... write sentence about where they live. | |
| Which countries surround France? | | <ul style="list-style-type: none"> • Recap where you live, listen to French children speaking and translate. • Begin to identify countries around France. • Song ou h'abites tu? | |
| Which country do you live in ? (Language ?) | | <ul style="list-style-type: none"> • Look at our country and language • Be able to say these in French • Look at other countries and languages | |
| Which country do you live in ? (Language ?) | | <ul style="list-style-type: none"> • Identify children saying their country – translate. | |

| Growth | Possibilities | Health | Community |
|---|---|--|--|
| Children should develop knowledge of how to introduce themselves in French and how to introduce others. | 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 introduce themselves and others. |
| Relevant RRSA Article | Article 30 | | |

| Computing- Spring 2 Multimedia | | | |
|---|---|--|---|
| National Curriculum | Skills (Rainbow Continuum) | Overall Subject Outcome(s) | Resources |
| 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. | Recognise the importance of ICT in the real world Record using video and sound, and amend what they have recorded Use ICT to organise and present their work Create and position text, alter font and align text Change page layout Find and use stored information | Link powerpoint presentation to a piece of topic work. | <ul style="list-style-type: none"> Twinkle y3 publishing presentation unit adding video and sound recordings to powerpoint |
| | | Writing Opportunity | |
| | | Children plan their story before using power point. | |
| Key Questions / Learning Journey Steps | | Activity | |
| What is a branching story? | | <ul style="list-style-type: none"> Show power point of branching story Children plan own branching story using well known fairy tale | |
| What is a hyperlink? | | <ul style="list-style-type: none"> Children to create two slide templates using themes from story Create hyperlinks and check with partner that they work | |
| How can I add an animation to my story? | | <ul style="list-style-type: none"> Children set a theme to their slides Children set slide transitions and animations | |
| How can I add audio to my presentation? | | <ul style="list-style-type: none"> Record audio onto a slide Children change the audio button Find out which audio files work on different slides Set where the video or audio plays | |
| What would I change about my story? | | <ul style="list-style-type: none"> Children edit and evaluate their slides | |

| Growth | Possibilities | Health | Community |
|--|--|--|--|
| Children will learn to be patient when faced with tricky problems. | Children will be imaginative and have a go at new challenges. | Children will learn they can report their concerns to an adult if something bothers them online. | Children will work together to ensure they remain safe online. |
| Relevant RRSA Article | Article 5 (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices. | | |

STRONGER TOGETHER



"Coming together is the beginning.
Keeping together is progress.
Working together is success!"
Henry Ford

